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ABSTRACT

This guide is intended to assist teachers in planning and implementing an effective all-day kindergarten program for 5-year-olds. Section 1 provides plans for scheduling and programming the beginning days of the school year. Sample room arrangements to assist the teacher in setting up learning centers are described in section 2. Ideas for establishing routines and for using finger plays in classroom management and skills development are also discussed. Section 3 explores the teacher's role in guiding the child's growth and development through verbal and nonverbal interactions with teachers and other children. The thematic approach to instruction is detailed in section 4, which also contains a discussion of language emphasis for the student speaking English as a second language. Learning experiences for several themes are outlined. Methods of instruction for skills development are described in section 5. Specific activities that the teacher can incorporate into daily and long range planning are discussed. Section 6 presents ideas for encouraging parent participation in school life. This section also contains suggested parent-child activities to foster children's learning. Section 7 describes formal and informal assessment procedures and contains sample checklists for the teacher's use, while section 8 contains charts of skills for communication arts and mathematics. The suggested period of instruction for each skill is explained graphically. Finally, the guide presents a bibliography for parents and teachers listing books related to child development, curriculum development, and current research; a bibliography of traditional and new books for children; and an evaluation form. (Author/AS)

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Getting Started
in the
ll-Day Kindergarten

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Getting Started in the All-Day Kindergarten

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Foreword

Getting Started in the All-Day Kindergarten is a teacher's guide which has been designed to accompany the first major effort at providing a full day of instruction to all of New York City's five-year-old children.

For the teacher who has had little previous experience in teaching All-Day Kindergarten, this guide will offer many constructive suggestions. For the experienced teacher, there are ideas to add to the teacher's existing and expanding repertoire.

Planning for the All-Day Kindergarten--which integrates all curriculum areas--is developed and demonstrated through a thematic approach. Six themes have been included, each of which comprises both direct instruction activities for all the children and specific lessons for children who speak English as a second language.

Getting Started in the All-Day Kindergarten will be of assistance to teachers in organizing a learning environment, scheduling the day, involving parents in the program, and assessing student progress, as their five-year olds work and play in their All-Day Kindergarten classroom.

Your cooperation in sharing your reactions to this guide will be helpful in planning for revisions and staff development workshops.

Charlotte Frank

Charlotte Frank
Executive Director
Division of Curriculum and Instruction

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Introduction

The Child

Five-year-old children enter school with varied experiences and expectations. Children who have had preschool experience may enter the classroom with grateful familiarity. Others test themselves and their new environment for signs of compatibility.

Five-year olds are discovering the world around them and are bent on exploring every bit of it. They have a limited knowledge of time and space and live in the here and now. They are not interested in next week, next month or next year. Their concern is with what is going on this minute, right here.

Their energy is boundless and they are aware of their growth and increasing power. They run, jump, hop, climb and can sit still for only short periods of time. However, they can work for extended periods at projects in which they are especially interested. They are beginning to develop control of their small muscles. Although they may be able to draw, tie bows and fasten buttons, many fives still cannot manage the fine details of writing, sewing and handling small objects.

Five-year olds enjoy the world of make-believe but often cannot distinguish between fantasy and reality. They create their world of make-believe. They dramatize and relive home and community life. Dramatic play is a natural part of the life of the five-year old. Dramatic play helps the children to sort out the difference between their reality and fantasy worlds. They are able to create a world which they are able to control.

Fives are primarily interested in themselves and have a strong feeling of possession. They really do not like to share their things but will do it to please the grown-ups around them. "My" and "mine" are among the favorite words used.

They love to talk and often say the same things over and over. They try out new words and expressions in relating simple events. This helps them build a larger and larger speaking vocabulary.

The five-year old seeks praise and approval. Very often they are "good," not because it pleases them but because they seek approval. They have discovered that adults praise good children.

The curious five-year olds need to engage in direct and concrete experiences. These experiences give them opportunities to observe, to explore, to make hypothesis and generalizations. They must be able to integrate these experiences with the things they already know in order to formulate new concepts and new ideas.

The five-year old:

- likes to be near/next to other children, but not necessarily playing with them
- likes to work and play in small groups
- shifts from one group to another
- gives evidence of well-developed gross motor activity
- thrives in the "here and now"
- learns from first-hand experiences
- learns through play
- is not ready to sit at a table or in a circle for long periods of time

Kindergarten children are characterized by activity, curiosity, and eagerness to explore. They love to talk. They like to listen to stories. They do not particularly like to listen to other children, but as the year progresses they learn that listening is often the other side of the coin of speaking. Books interest them, and they often pretend to read. They are interested in solving problems, manipulating materials, dramatizing, and creating. They like experiences in science, and numbers fascinate them.

Kindergarten children like to explore the way things work, how they feel, how they move. They enjoy measuring, matching, pouring and squeezing. They take pride in work well done but will crush or crumple their handiwork if it is not their best. Five-year olds are delightful, active, friendly, and appreciative.

The All-Day Kindergarten Program

The All-Day Kindergarten is planned to provide a program for five-year-old children that meets their needs according to their stages of development and experience.

Research studies document the effectiveness of All-Day Kindergarten programs in producing long lasting effect on children's development. All-day programs offer major advantages. Increased time in class affords expanded opportunities for formal and informal learning skills and enrichment in the areas of music, art and physical education. The probability of successful achievement in later grades is enhanced by the increased attention to individual needs, participation in other school activities and social interaction with children and adults. Results further indicate that children who attend Kindergarten demonstrate a higher degree of academic achievement and social adjustment, and are less likely to be placed in special classes or to be retained in later grades.

The All-Day Kindergarten curriculum grows out of the children's interests, styles of learning, strengths and stages of development. The curriculum is based on child-relevant experiences to broaden the children's world, stimulate their thinking, and foster intellectual development. The key to building an integrated curriculum is to include a variety of content areas in each learning experience, as opposed to the use of compartmentalized activities. Direct experiences through which children can explore and deepen their understanding of the world are the core of the curriculum. Reading, language, mathematics, science, music and art are interwoven. Children observe, ask questions, and develop specific skills, knowledge and competencies.

The classroom is organized into learning areas, e.g., writing, mathematics, science, library, blocks, housekeeping, art. Learning areas are efficient work spaces that provide flexible physical space for organizing materials around a common theme. The areas offer great stimuli for discussion and conversation among the children working together in a particular area and enable the teacher to hold individual conferences or small groups sessions while other children are engaged in the areas.

Class meetings, written labels, activity charts, and written messages provide children with opportunities for planning activities, participating in classroom management and accepting responsibilities. The teacher creates a classroom milieu that includes space for quiet study as well as movement, materials that invite experimentation, and a stimulating yet relaxed climate in which children trust and cooperate with each other.

Children are ready to expand their vocabulary daily, to develop concepts and an appreciation of literature. Writing is introduced as an integral part of communication, a form which indicates that one's ideas are important and may be read by others. Early writing includes writing one's own name, the label for one's blockbuilding, a statement about a picture one has drawn.

The adults encourage children to recount their experiences and also design a wide range of group experiences. Oral language is encouraged. Adults record children's dictated stories and charts. Through group experiences, which provide the basis for shared, dictated charts, children can develop a common vocabulary. This vocabulary, reflecting concepts developed in many curriculum areas, is utilized in expanding themes and instructional activities.

Throughout the school year the teacher assesses the individual child's progress and the implementation of the program. The teacher reviews, revises and restructures, based upon documented observations, samples of works and checklists administered on a regular basis. Individual pupil folders are maintained and shared with parents and staff members.

Parents come to school with their children. When they are encouraged to stay and become involved in some aspect of this program, the child, teacher and parents benefit. This on-going communication between parent/caregiver and teacher is a critical factor in building school-related successes.

The All-Day Kindergarten is a comprehensive program that emphasizes total child development, highlighting a multi-curriculum instructional component that maximizes the communication arts and mathematics skills required for academic success in the primary grades, skills in social interaction with peers and adults, positive attitudes toward learning, good basic work and leisure habits, sound health habits, preferences and tastes for nutritional foods, and knowledge of the community.

Children will be encouraged to grow in curiosity, self-direction, determination, friendliness, cooperation and responsibility in a developmental, experiential program.

The Guide

Getting Started in the All-Day Kindergarten is a practical guide for implementing a comprehensive program for five-year olds.

Section 1, The First Days, provides plans for scheduling and programming the beginning days of the school year.

Sample room arrangements to assist the teacher in setting up learning centers are described in Section 2, Creating a Learning Environment. Techniques for establishing routines and the use of finger plays in classroom management and skills development are also discussed.

Section 3, The Interactive Teacher explores the teacher's role in guiding children's growth and development through verbal and non-verbal interactions of teachers and children.

The thematic approach to instruction is detailed in Section 4, Developing Themes of Study, which also contains a discussion of language emphasis for the E.S.L. student. Learning experiences for each theme are outlined to assist the teacher in developing the themes.

Methods of instruction for skills development are contained in Section 5, Prototype Instructional Activities. Specific activities, which the teacher can incorporate into daily and long range planning, are described.

Section 6, Involving Parents, presents ideas for encouraging parent participation in school life. Section 6 also contains suggested parent-child activities to foster children's learnings.

Section 7, Assessment, describes informal and formal assessment procedures and contains sample checklists for the teacher's use. New York State Screening Procedures, which involve most of the children in the All-Day Kindergarten, are described. Identifying the gifted and talented and resources for the teacher are also discussed in this section.

Section 8, Developmental Skills, contains charts of skills in Communication Arts and Mathematics. The suggested period of instruction for each skill is explained graphically.

Recommended Books for Children lists traditional and new books for children. The Teacher/Parent bibliography is an index of books related to child development, curriculum development, and current research.

Section 1

The First Days

The First Days

Overview

Section 1, The First Days assists the teacher in day-by-day planning of the first critical days of the school year. It contains information and procedures concerning:

- half- and full-day schedules
- curriculum content
- lunch procedures
- classroom assistants
- the two-teacher classroom
- the teacher's planbook
- planning checklist

While The First Days provides information needed immediately, other sections give the teacher a broad framework from which to begin. For example the establishment of routines is crucial at this time. Routines that require specific attention are fire drills, getting clothing, lining up, responding to signals, toileting, lunch procedures. The section on Creating the Learning Environment outlines in detail procedures which may be used for establishing routines.

Greeting parents as they bring their children to school is the time to begin the partnership of home and school. The teacher should use the first critical days to develop a solid relationship with parents. Suggestions for interacting with parents in their children's education are delineated in the section, Involving Parents.

Just as the children's learning will be interconnected, so the guidelines for the teacher are designed to present a holistic approach. The first days set the stage for developing a Kindergarten program that is organized, productive and happy.

PLANNING

The All-Day Kindergarten Program offers children many wonderful opportunities to develop the concepts, knowledge and skills which they need to build a foundation for later learnings and for a successful school experience.

Some children come to school with limited school experience and for others, Kindergarten is their first introduction to a large social group. Five-year-old children are very energetic, have short attention spans and are just beginning to develop small muscle control. They tend to be possessive, and sharing materials in the classroom can be very difficult for them. These factors must be considered by the teacher when planning the program for children.

The classroom must be organized before the children enter the classroom, e.g., the centers arranged, the bulletin boards decorated and ready for children's work, the materials in place and readily accessible to the children.

Name tags can be made for each child. They enjoy reading their names, and those of their friends' on charts, such as attendance.

Parents are notified about classroom location, teacher's name, arrival time and procedures, dismissal time and procedures, lunch and snack plans and any other special school regulations. These notices can be mailed or sent home the first day. Teachers should plan for on-going parent communication through notices on a bulletin board in the classroom and/or periodic newsletters sent home.

The sample daily schedules which follow reveal how the children's day is planned, alternating quiet activities with more active periods, in response to the developing five-year old's needs. In the beginning, the daily schedule is unvaried in sequence but varied in content, since children are more comfortable and reassured in this type of plan. There should be some provision for special events that occur, such as children's birthdays and trips. A trip that may be planned early is a school tour to acquaint children with the school building.

Cooperative planning with the cluster (preparation) teacher and classroom assistants (paraprofessional, parent/community assistant, student teacher) should be ongoing. Provision should be made to capitalize on the short quiet times during the school day to share observed child behavior and to plan for individual children's needs.

It is important for all teachers, particularly Kindergarten teachers, to be sensitive to the peculiar needs and talents of their students. This will enable teachers to assist children from the start in actualizing their potentials without the limitations placed on options by stereotyped notions based on race, sex, religion, color, national origin, or handicapping conditions. Frequently, these obstacles are unintentionally or inadvertently started and perpetuated in school by such factors as unquestioned acceptance of "traditionally appropriate" sex roles, and of teaching materials and bulletin boards that reinforce stereotypes. The absence in the learning environment of minorities, of people with handicapping conditions, and of senior citizens has the effect of denying the existence of these individuals. If they are not seen by the children in textbooks, displays and supportive instructional material they do not exist for them.. Teachers are urged to take these factors into consideration, especially in selecting teaching materials and in organizing the classroom. Particularly because of the unconscious origin of stereotyping, it is recommended that teachers review their use of language and methods of teaching. For example, do you expect different kinds of behavior from children because of their sex? Do you ever prescribe special behavior for either sex, as in saying "Boys shouldn't hit girls" or "Ladies before gentlemen"? For ideas on techniques, and for sample materials that promote equity, teachers are invited to visit or telephone the Equity Education Resource Center of the Office of Equal Opportunity, Room 623, 110 Livingston Street, Brooklyn, New York 11201; 596-6104.

Direct Instruction Activity

Although the teacher provides direct instruction throughout the day to individuals, small and large groups of children, the time periods designated for Direct Instruction in the suggested daily schedules were included specifically for whole class or large group instruction. The sample lessons should be delivered by the teacher to the class or group, who are gathered in a class "meeting" in proximity to the teacher.

Often, the skill application, follow-up and/or reinforcement of the skill are carried out in small groups during the work period, or at other times of the day when small group instruction is possible. At times the whole class may be involved in the follow-up or skill application simultaneously. Specific samples for appropriate areas of emphasis for Direct Instruction have been provided in Section 4 (Developing Themes of Study), as well as in Section 5 (Prototype Instructional Activities).

Introducing Learning Centers

Children are usually very excited about their new experience and learning centers. In order to avoid confusion and to encourage children to work independently it is important to introduce each center carefully. Too many centers established early will only confuse young children. You will observe that the sample daily schedules allow only a limited number of centers.

Once children have had experience at the centers, it is suggested that the Art Center, including painting, scissors, paste and simple collage materials, be introduced. As time progresses, other materials and more complex puzzles and games may be introduced.

The First Half-Day In The All-Day Kindergarten

Sample Day (first half day)

The teacher greets the children and parents, gives the children their name tag and invites them into the classroom. The children put personal belongings in the place designated for them by their teachers. They select a book while they wait for the remainder of the class. The children are then asked to sit around the teacher. The children listen and learn the teacher's name. The children listen as the teacher greets each one by name. They stand when they hear their name. This helps them to learn the names of their classmates. They are encouraged to talk about themselves.

The teacher can use a puppet to help introduce the name song--"Hello, Everybody, How Do You Do" to tune, "Hello, Everybody, Yes Indeed." This helps create a pleasant and calm atmosphere. Then the teacher substitutes the children's names for the word "everybody." For example, "Hello, Maria, how are you? How are you? How are you? Hello Maria, how are you? How are you today?" After all the names are sung, the teacher talks about some of the activities in Kindergarten such as playing with toys, snacktime, story time. The teacher invites the children to visit the learning centers. Children are introduced to the following centers: the blocks, the doll corner, the library, the puzzle and game area, and paper and crayons area. The children move freely from one activity to another, perhaps to join a friend or to explore new materials. The teacher and/or assistant circulates among the children, talks to them, assists them complete a puzzle and prints their names on artwork. The teacher is particularly aware of any child who appears to have a physical problem, such as a cold, as well as those children who have not previously participated in a large group experience and need reassurance.

Approximately ten minutes before snacktime, the teacher quietly walks to the individual centers and tells the children that in a few minutes everyone will have a snack. Children are helped to assume responsibility for putting all their materials away. At this time, the teacher shows, for example, how to put the dolls and utensils away in the housekeeping corner.

As the children get ready for snack time, some children may wish to use the bathroom. The children learn how to wash and dry their hands. They are encouraged to help distribute the napkins, juice and snack - which may be peanut butter and crackers. Snack time is an opportune time for children to converse, share thoughts about the learning centers, acquire some of the social amenities, and taste new foods. Children help clean up, and then they learn a new finger play: "A Little Ball."

A LITTLE BALL

A little ball	(Make circle with index finger touching thumb)
A bigger ball	
A great big ball I see.	(Make a circle with fingers of both hands touching)
And when I count them, One, two, three.	(Then make a circle with arms, fingers on both hands touching.)

The teacher invites children by name or table to come to the large area. Music is played and children walk, march and move. When the music stops, the teacher tells the children to stop moving.

Then the teacher asks the children to sit around her. A new finger play is taught. The teacher shows them a large picture book and proceeds to tell the story. The children interpret the pictures and discuss the story. They talk about what happened first, and then next.

Before dismissal, the children are encouraged to talk about their day and make plans for the following day. Name tags are put in their special place such as on a large posterboard tree. Children may wish to take their artwork home.

A Good-by Song to the tune of "Hello, Everybody" is sung at dismissal.

Suggested Daily Schedule

first half day

8:40 - 9:00 **Greet Children and Parents Individually:**
Give each child a name tag.

9:00 - 9:30 **Direct Instruction Activity:**
Learning own name, other children's names, and teacher's name. Discuss names of children. Sing children's names. tune: Hello, Everybody. Discuss the date, weather.

9:30 - 10:15 **Introduce Centers of Interest:**
Children explore following centers:

LIBRARY
DOLL/HOUSEKEEPING
SMALL GAMES
SIMPLE PUZZLES
DRAWING -- PAPER and CRAYONS
BLOCKS --Limit number of blocks available;
(e.g., unit, double unit).

10:15 - 10:45 **Prepare for Snack Time:**
Discuss routines for distributing juice, snacks. Clean up.

10:45 - 11:00 **Introduce Finger Play:** "On My Head."

ON MY HEAD

On my head my hands I place,
On my shoulders, on my face,
On my hips and at my side,
Then behind me they will hide.
I will hold them up so high;
Quickly make my fingers fly;
Hold them out in front of me;
Swiftly clap -- one, two, three.

11:00 - 11:30 **Active Period:**
Rhythms: walking, clapping, moving to music.

11:30 - 11:50 **Story Time:**
Read brief story, using large picture book. Discuss story.

11:50 **Prepare for Dismissal:**
Put name tags away. Talk about the day's activities and plan for the next day.

12:00 **Dismissal**

If lunch is served to the children on the first few days, snack can be omitted, or served during the early part of the morning.

Suggested Daily Schedule

second half day

8:40 - 9:00	Greet Children and Parents: Children take their name tags. They look at books.
9:00 - 9:30	Direct Instruction Activity: Follow directions. Children learn to respond to signal for attention. Teacher may use a chord or piano, a triangle, a hand signal or briefly turn off the lights..
9:30 - 10:15	Work Period: Review Routines. Children work at various learning centers. Teacher adds new picture books in Library Corner; leads a discussion on the new puzzle in the small games and puzzle area.
10:15 - 10:45	Prepare for Snack Time. Review routines for distributing juice, snacks. Snack: banana slices.
10:45 - 11:00	Review Finger Play: "On My Head." Introduce "A Little Ball."

A LITTLE BALL

A little ball	(Make a circle with index finger touching thumb.)
A bigger ball	(Then make a circle with arms, fingers on both hands touching.)
A great big ball I see.	
And when I count them -- one, two three.	

11:00 - 11:30	Active Period: Rhythms Period: children move to music - walking, clapping, jumping, marching.
11:30 - 11:50	Story Time: Teacher reads a short story; asks questions, listens to responses.
11:50	Prepare for dismissal: Review routine for putting name tags away. Talk about the day's activities.
12:00	Dismissal

Suggested Daily Schedule

third half day

8:40 - 9:00	**Greet Children and Parents:** Children take their name tags. They select a book.
9:00 - 9:30	**Discuss Day, Weather:** Sing name song.
	Direct Instruction Activity: Children learn to walk with a partner on line.
9:30 - 10:15	**Work Period:** Children work at learning centers. In the Library Corner, teacher encourages children to read a story from the picture books.
10:15 - 10:45	**Prepare for Snack Time:** Review routines. Children distribute napkins, place mats, juice, snack. Snack: raisin bread.
10:45 - 11:00	**Review Finger Plays Learned**
11:00 - 11:30	**Active Period:** Rhythms: walk, clap, jump to music. Introduce new game: Punchinello.
11:30 - 11:50	**Story Time:** Read brief story. Discuss it.
11:50	**Prepare for Dismissal:** Talk about the day's activities. Plan for next day.
12:00	**Dismissal**

Suggested Daily Schedule

fourth half day

8:40 - 9:00 **Greet Children and Parents:**
Children take their name tags. They select a book.

9:00 - 9:30 **Discuss Day, Weather:**
Sing their name song to a new tune: Happy Birthday.
Direct Instruction Activity:
Introduce name cards and name chart. Assist children in finding their own name cards spread out on floor and place on chart.

9:30 - 10:15 **Work Period:**
Children work at various centers. Teacher discusses new table game: pegboard and pegs.

10:15 - 10:45 **Prepare for Snack Time:**
Review routines. Children distribute napkins, place mats, juice and snack. Children discuss names for their snack: pineapple, peaches. Snack today: sliced fruit.

10:45 - 11:00 **Review Finger Plays Learned:**
Introduce new finger play: "What Am I?"

WHAT AM I?

A face so round	(Hands form arch around face)
And eyes so bright,	(Touch eyes)
A nose that glows	(Touch nose)
My, what a sight.	(Clap hands)
A fiery mouth	(Touch mouth)
With jolly grin,	(Stretch mouth into grin)
No arms, no legs	(Shake arms, touch legs)
Just head to chin.	

11:00 - 11:30 **Active Period:**
Rhythms: Move to music, walk, clap, jump. Teach children to form a circle. Review "Punchinello."

11:30 - 11:50 **Story Time:**
Teacher reads a brief story to children; asks questions about the story and elicits responses from children. See sample questions below:

1. What is the name of the girl in the story?
2. What was she doing?

11:50 **Prepare for Dismissal:**
Discuss one or two activities of the day. "What happened? When?"

12:00 **Dismissal**

Full Day Program in the All-Day Kindergarten

Sample Day

The teacher greets the children and parents. The children put their belongings in their special place and take their name tag from the classroom name tree or whatever place is designated for the name tags. They select a book or puzzle while they wait for their classmates to arrive. The children are then asked to sit around the teacher to begin the day's activities.

They have a class meeting to discuss the day, weather and special events. They may talk about a new toy, a new book, or their planned trip to become acquainted with their school building.

The children sing their "Good Morning Song" and they observe and count the name tags that are still on the name tree which indicates those children who are absent. They count the name tags to determine how many are absent.

The teacher invites the children, one by one, to work in the learning centers. While the children are working at the various centers, the teacher uses this opportunity to work with a small group of children who need help in auditory discrimination. This is a Direct Instruction Activity. Please refer to the theme: "Getting Acquainted with Each Other and School" for suggestions. The teacher then walks around and talks to the children at the various centers.

After clean up the children form a line since it is time to play outdoors. Climbing equipment, balls, ropes are used.

When the children return to the classroom, they learn a new finger play: "I Wiggle My Fingers."

I WIGGLE MY FINGERS

I wiggle my fingers,
I wiggle my toes.
I wiggle my shoulders,
I wiggle my nose.
Now all the wiggles are out of me,
And I can sit so quietly.

It is now time for lunch. The teacher discusses the menu and shows pictures of the food that will be served. The children learn to identify the foods. They all wash and dry their hands. They sing a finger play with the cluster teacher who arrived to be with them during lunch. They go to the lunchroom where the table is set and their trays of food already on the table. The cluster teacher helps the children open the milk containers. They discuss the food, where it comes from, why it is important for us to eat good food. They talk about why and how to use napkins. While the children are eating, the teacher plays a guessing game called "Who Can Guess What I'm Thinking Of?" For example: I'm thinking of something in a cup, the color is orange and it tastes very good. Who can guess what I'm thinking of?

The procedure is used for guessing children also. Children take turns giving clues. The children assume the responsibility for emptying their trays and then return to their classroom where they listen to soft music. Some lie down, others may look at books.

The classroom teacher returns and the children get ready for their trip through the school building. They discuss some of the things they plan to see. After returning from the trip they talk about their experience: their visit to the main office, the library, the lunchroom, the art room.

In anticipation of the trip the teacher prepares a set of pictures directly related to the theme. The pictures are mounted on construction paper and placed in a picture file.

Direct Instruction Activity --Learning sequence

The teacher plans a simple experience chart. The teacher elicits responses from the children to the questions: Where did we go? What did we do first? What did we see?

Teacher shows the children some of the illustrations from the picture file. The children choose the picture that illustrates what they did first, next and last. The illustrations are placed next to the sentences on the experience chart.

It is now snack time; the routines that were established for snack time are followed. Children help distribute the juice, napkins and snack. They count how many cups they need for each table, how many napkins. They sing a finger play, they discuss the food for snack.

After clean up they are asked to form a circle, and then act to rhythms: walking, clapping, etc. This is followed by story time as the children sit around the teacher. The story is read and discussed; The sequence and pictures are interpreted.

Before they are dismissed children talk about the day's activities - and which they liked the best. The teacher introduces an activity for the next day. Children's work is distributed. The teacher asks some children to bring a favorite book or toy from home to show to the other children. They put their name tags in the place designated for them.

The teacher then follows the school procedure for dismissal.

Suggested Daily Schedule #1

8:40 A.M. - 3:00 P.M.

8:40 - 9:00	Arrival, Informal Conversation: Children look at books while awaiting classmates. Class meeting to discuss the day, weather. Plan the day's activities.
9:00 - 9:15	Direct Instruction Activity: Sound Game--Auditory Discrimination.
9:15 - 10:15	Work Period: Children work at learning centers. Include the following: Blocks - Listening and Library - Writing Center - Painting - Doll/Housekeeping - Small Games/Puzzles Science - Mathematics
10:15 - 10:30	Discussion: Work at various learning centers. Story Time: Finger Play: "I Wiggle My Fingers."
10:30 - 11:00	Active Play: Indoors or Outdoors--Circle Games.
11:00 - 12:00	Prepare for Lunch: Lunch.
12:00 - 12:45	Quiet Time and Rest: Children look at books, listen to music.
12:45 - 1:30	Direct Instruction Activity: Preparation of simple experience chart. Construction of pupil-made books.
1:30 - 1:50	Snack Time
1:50 - 2:20	Music: Rhythms, Rhythm Instruments
2:20 - 2:50	Story Time/Discussion: Name of story, sequence. Evaluate day's activities. Pictures illustrating the day's activities may be placed in sequential order by the children. Plan for the following day.
2:50	Prepare for dismissal
3:00	Dismissal

Suggested Daily Schedule #2

8:40 A.M. - 3:00 P.M.

8:40 - 9:00	Completion of task from previous day and/or work with puzzles, games, books.
9:00 - 9:30	Class meeting for announcements, plans for day, Direct Instruction.
9:30 - 10:30	Work Period: In centers of interest; follow-up activities of Direct Instruction lesson.
10:30 - 10:45	Story Time/Discussion
10:45 - 11:30	Active Play Indoors or Out: Large muscle development, e.g., physical activities to prepare for handling the manipulative materials of instruction.
11:30 - 12:15	Singing songs; preparing for lunch *Lunch
12:15 - 12:45	Quiet Time And Rest: Listening to music, looking at books.
12:45 - 1:00	Direct Instruction
1:00 - 1:45	Work Period: Children working in large and/or small groups or individually utilize table games and activities for developing communication arts and mathematical skills.
1:45 - 2:00	Snack Time
2:00 - 2:30	Music: Rhythms, rhythm band, active games, e.g., movement to music, rhythm patterns, vocabulary development, concepts of counting, following directions, listening skills, spatial relationships.
2:30 - 3:00	Story Time/Discussion/Evaluation of Day's Activities

*It is recommended that Family Style lunch be served in the classroom as part of the instructional program.

The Lunch Program in the Classroom

The lunch period is a time for shared pleasures, spontaneous conversation and nutritious food.

It is preferable for young children to have lunch in the classroom at tables that they use for other activities. If more than one adult is present, then the tables should be arranged in groups, since this arrangement assures a calmer atmosphere and encourages children to converse. The adult(s) should sit with the children to supervise and foster conversation. Topics can revolve around the meal: food preparation, food origin, sensory descriptions. Also, take clues from the children's conversation. They may be interested in sports, television, families, birthdays, holidays, and trips. Involve as many children as possible in the discussion.

Children should be fully involved in lunchtime routines: washing up, cleaning and setting tables, and arranging placemats. Placemats aid children to identify names and locate their seats. An original drawing, or a photo of the individual and name tag can be laminated in clear contact. Or a sheet of washable wallpaper can be indelibly inscribed with a name.

If the children must wait, they can participate in songs, finger plays, and simple word games. Hints about menu items can be given. (e.g., today we are having something that's orange...it starts with "C"... it's a vegetable. Can you tell me what it is)?

The Kindergarteners can assist in serving the meal. Food can be served to each small group family style. Children pass the food containers and help themselves. Yes, it may be involved and messy in the beginning! In order to facilitate cleanup, blank newsprint paper can cover the tables. Placemats go over the paper. After lunch, the newsprint may be easily discarded.

Encourage the children to take a small amount of each type of food. Urge them to taste unfamiliar foods. In a relaxed social atmosphere, lunchtime can become a "party" to the children. It can be a positive and enjoyable time. They will look forward to a repetition of this happy experience.

The Lunch Program In the School Lunchroom

Although it is preferred to serve lunch for young children in the classroom, creating a more-like-home atmosphere, it is not always possible to do so.

For many children, having lunch in the school lunchroom will be a reality. Routines for lunch in the school cafeteria will have to be developed. For example, children will have to wash and dry their hands. They will have to form a line and follow the route to the school's lunchroom. There they will be assigned to a table designated for them. Because Kindergarten children are new to this experience, it is best to have their table already set with their food trays before they arrive with the teacher.

The teacher discusses the menu for the day. They talk about the origin of food, why food is necessary. Children need time to finish eating without pressure. They should not be hurried. To make lunch more pleasant, conversation regarding favorite things such as toys, television, birthdays, family members should be encouraged.

A finger play may be sung or a guessing game introduced. For example, the game "I'm thinking of"...The teacher might say, "I'm thinking of something that you are eating that is round and you can also buy it in McDonald's. Can you guess what I'm thinking of?" Children may be encouraged to give clues also.

After everyone is finished eating, the routine for emptying trays is introduced. They sing a finger play or song as they make the transition to the next activity, which is rest time. After the children return to the classroom, they may play a brief picture game in which they choose from a selection of food pictures in a pocket chart, those pictures which illustrate their lunch menu.

The teacher then may play soothing music and invite the children to lie down to rest. It is difficult for some children to rest in a strange place before trust in the new surroundings has been acquired. However, reassurance from the teacher and other children resting nearby tends to relieve anxiety. Allowing children to bring a favorite toy or blanket from home also is a help.

Planning Checklist for the Kindergarten Teacher

Do you ....?

- plan so that the children will have a relaxed, unhurried school day with easy transitions from one activity to another.
- plan so that children have the opportunities to make choices and decisions.
- include the assistant and cluster personnel in planning and confer with them regarding the plan.
- develop activities around a current interest or theme.
- build on the experiences of previous days.
- evaluate carefully the experiences and materials to be used and select those which will afford optimum development.
- alternate the scheduling of active and quiet activities.
- maintain a balance of individual, group and entire class activities.
- provide an opportunity to rest during both the morning and afternoon session.
- include time each day for planning and evaluating the day's work.
- schedule a snack at mid-session.
- provide an opportunity for some outdoor play every day the weather permits.
- include frequent, well-planned trips in the school and around the community.

The Teacher's Plan Book

Purposes: The plan assists all of the following personnel:

- teacher in using time, material and energy wisely.
- cluster teacher who assumes responsibility for the class during the teacher's preparation period.
- substitute teacher when the teacher is absent.
- supervisor in understanding the program planned for the children.

Plan Book Format:

. Use a large book.

. Use index tabs or gate leaves to avoid rewriting topics each week.

. Record the following in back of book:
  - Sources of poems, stories
  - Sources of songs and music
  - Sources of games
  - Curriculum bulletins used
  - Resources in the community
  - Daily schedule
  - Weekly preparation periods

The Early Childhood Program is based on planned experiences and emerging interests. A daily program rich in experiences is basic to growth and development and will provide children with a background of the concepts and skills which they need for a successful school experience.

The following guide should help teachers reach these objectives.

The Weekly Plan Should Include the Following Items:

1. Current Themes or interests, e.g., "Getting Acquainted With Each Other and School."

   A. Integrating areas of the curriculum in order to achieve a unified approach to learning:

      Communication Arts
      Speaking
      Language Games - verbal clues
      Discussing Learning Centers

      Listening
      Story time: "All About Me," "I Like Kindergarten"

      Beginning Reading
      Label Learning Centers
      Name Recognition
      Simple Experience Chart

Mathematics
One-to-one correspondence: matching name tag to child

Number Name: School #, Classroom Room #

Science
Distinguishing among sounds heard in classroom.

Sensory learning - touching and identifying materials in learning centers.

Art
Introducing paper, crayons

Music
Songs: Name song: Tune of "Hello Everybody, How Do You Do?"
Finger plays: "On My Head" "A Little Ball" and "I Wiggle My Fingers"

Health and Physical Education
Importance of personal hygiene: washing and drying hands.

Indoor Play
Circle Game: All Around the Mulberry Bush

Social Studies
Taking turns
Follow directions
Trip around school building

B. **Materials**
- Realia
- Illustrative materials: pictures, photographs of the children engaged in activities, filmstrips
- Manipulative: building toys, games, puzzles.

C. **Direct Instruction Activities**
- Plan for small groups to develop specific skills.
- Plan for a large group. For example, develop sequence skills by recalling sequence after reading to the class.

D. **Outdoor Play Activiites**
- play equipment, circle games
- Games to develop motor coordination, gross motor skills.
- Games to develop visual and auditory discrimination, listening skills, vocabulary development, social skills.

E. **Trips**
To motivate children, to gather information.

F. Assessment

G. Log (unplanned experiences)

ERRATA: Please substitute this page for the current page 25 in Getting Started in the All-Day Kindergarten.

The Two Teacher Classroom

The single Kindergarten, organized with one teacher and twenty-five children, in an all-day program, can provide maximum opportunities for learning and development. Children are able to move more freely and use a greater variety of materials in a small group setting. However, because of limited physical facilities, it may be necessary to establish double Kindergartens in some schools. Double Kindergartens are housed in a room which is a unit-and-a half or larger. They operate with two full time licensed teachers and forty to fifty* children. When one teacher is relieved by a cluster teacher, the other teacher remains either to assist and support, or to involve one-half of the children in a separate activity. For example, if a cluster teacher takes one group to the library, one teacher could remain in the class or take the other half of the children for a walk to observe changes in the trees around the school block.

When double Kindergartens are established the following suggestions and recommendations should be noted:

- children work and play in one classroom with two teachers
- both teachers are actively responsibility for all children throughout the day.
- children are grouped and regrouped by teachers according to special needs and projects.
- teachers plan cooperatively for all activities.
- teachers take responsibility for developing special activities according to their skills and interests, e.g., one teacher may be more musical or artistic; another may be interested in developing science and mathematics activities.
- on-going communication is essential.
- teachers cooperate in the ordering, storing, maintaining and sharing of materials and equipment. It is suggested that one desk be shared by both teachers if the room is less than a double unit. The desk(s) should be used to divide centers of activity.

Benefits to Children

Children can benefit when:

- teachers work cooperatively to create a stimulating environment.
- routines are well organized.
- either teacher is able to meet all the children's needs.
- there is consistency in handling emotional and social situations
- there is mutual respect and understanding of goals and procedures.
- teachers assist one another in many ways, such as:
  - . beginning the day with a total class meeting to establish patterns of activity, routines, special plans or projects. (Each teacher assumes part of this responsibility.)
  - . helping with clothing.
  - . working with small groups of children in developing skills.
  - . preparing materials.

*** In situations where there is limited availability of classrooms, a double Kindergarten may have as many as 50 children on register with two full time licensed teachers assigned to the class.**

Classroom Assistants

Many All-Day Kindergarten classes will be fortunate to have a paraprofessional, parent or community volunteer assistant and/or student teacher. These adults can support the teaching/learning process in providing for:

- additional small group activities, such as making play dough, playing a lotto game, telling a story
- individual attention, observing a child's behavior patterns
- preparation of materials
- group activities outside of the classroom, such as, a trip within the school, picking up lunch or snack in the lunchroom, borrowing books from the school library
- other activities according to their skills and interests.

When classroom assistants are available on a regular basis, the teacher should:

- welcome their support
- meet regularly to establish consistent routines, share information, plan together
- assign specific tasks or areas of concentration, such as: responsibility for classroom library (helping children select a story, selecting books about a theme for display, reading a story)
- discuss aspects of child development; for example, children grow at different rates and have different learning styles
- ask about their special interests. (Some of the assistants may play a musical instrument or have skills in working with wood or other raw materials.)
- encourage assistants to sit at eye level with children, listening to and joining these activities when appropriate. For example, in the housekeeping area, other adults can extend children's language and dramatic play by asking questions, such as, "What does the family do after breakfast?"
- ask assistants to help in transition by encouraging children to clean up after finishing tasks, (e.g. putting away collage materials, rewinding tape recorder).
- encourage assistants to maintain their role as adults in the classroom.
- provide time to share skills. The teacher may model techniques in working with a flannel board. The volunteer, paraprofessional or student teacher may know how to care for a pet animal, or sing songs in another language.

Every classroom is enriched by a classroom assistant. Children gain by interacting with other children and with adults who are knowledgeable and caring. It is important that these additional supportive adults allow children to work and play and "do it themselves" in this critical year of growing and learning.

Section 2

Creating a Learning Environment

Creating a Learning Environment

The Learning Environment

The learning environment is everything the child experiences--people, places and things. Young children learn by interaction with their environment. Therefore, when constructing the learning environment, the teacher considers the strengths, interests and needs of each child.

The physical environment of the classroom should invite and encourage exploration and discovery. Through varied activities children develop skills and concepts. Classrooms that are organized into learning centers provide opportunities for manipulating materials, solving problems, developing spoken and written language, sharing, and working independently.

The teacher guides the children in the learning environment by being supportive and by expressing respect for each child. The child feels secure within an environment in which individual styles are appreciated and success is measured by individual efforts. Each child should leave school each day with a feeling of "success."

The Teacher's Role in Learning Centers

A learning center cannot function without the teacher interacting with the children and supporting interactions among the children. The teacher assists, encourages, observes, participates, and takes advantage of opportunities to expand thinking and extend skills.

The teacher introduces the center and some of the activities. Materials are demonstrated and their care emphasized. Vocabulary connected with a work center is taught. The teacher prepares tools and materials needed for a new center and collects resources that apply to the skills being developed. The teacher keeps records, helps children create their own activities, and gives teacher-directed lessons at the center to large or small groups of children.

The teacher will need a class meeting before and/or after center time to talk about observations or discoveries made. Children will discuss how they enjoyed the center or any problems that came up.

The teacher maintains order and organization in the classroom and, at the same time, gives the children a feeling of security in the environment. The room environment is kept consistent for long periods of time so that children can become secure in the use of materials and equipment.

Teachers acquaint parents to the program in the classroom, its centers and concepts being taught. New centers can be shared through newsletters. Progress can be shown by sending home scrapbooks or completed work tasks.

Room Arrangement

Room arrangement is a tool teachers can use to support children's growth emotionally, socially, physically and intellectually. Children entering a new environment need to feel secure enough to interact with people and materials. Socialized behavior is fostered by the way the room is set up and by the materials that are available. Skills such as identification, matching, number or pairing, classification, sequencing, and color can be developed in a classroom that is skillfully arranged.

Careful planning of the physical aspects of the classroom should be done by the teacher before the children arrive on the first day of school. The teacher makes a floor plan of the room before the program is started, then chooses centers of interest and sketches them into planned positions. The centers should be clearly defined so children have no problem recognizing them. The children help decorate the centers using found or donated equipment. Portable centers which consist of an activity box focusing on a specific interest or content area can also be used.

The placement of centers of interest in the classroom encourages interaction of the children. Active and quiet areas are established. Quiet areas such as Library, Science and Math should be near each other when possible. Block, Dramatic Play, and Housekeeping areas are near each other so that activity can be interrelated and expand beyond the space allotted. The woodworking area is out of the traffic pattern for safety reasons.

A large, open floor space is available as a multi-use space to accommodate large group activities such as meetings, direct instruction, dramatic play, music and rhythms, and large muscle activities.

Seating arrangements for the children are flexible, and the tables and chairs are used for multiple purposes. Tables and chairs are moved or rearranged to provide a large open space when needed. They are moved to the different interest areas as they are needed during the day. If lunch is served in the room, tables and chairs are moved back to the center of the room.

Areas in the room can be divided by arranging existing furniture and equipment. Desks, tables, shelves, cabinets, or a piano can be used for dividing the room into centers. Pegboards, screens, or easels can be used for display or storing materials. Cardboard covered with flannel can be used as a flannel board, a divider, or for display. Large cartons can be placed on tables to make independent work areas.

There should be enough space between centers for a flow of traffic. Optimally, children should not have to pass through one area to get to another. The room is arranged so that the teacher can see all the areas.

Centers that require specialized equipment such as electricity for the tape recorder or water for the water table should be located near the resources needed.

The teacher provides ample bulletin board space that is low enough for children to display and view their own work. If bulletin boards are not available, a clothesline and clothespins can be used.

If the room does not have a sink, the teacher should not be discouraged from having a water play area, and a table organized near the easel for washing hands and brushes. Buckets of water, a plastic pitcher and a basin should be provided. The routines involved can be an excellent direct instruction activity in developing sequence skills.

Storage

The teacher needs to consider the area needed for the storage of materials in each center. The materials that can be used independently should be easily accessible to the children and arranged in an orderly and attractive way. Materials should invite use and exploration. Materials should be clearly labeled on low shelves. Children should be encouraged to do as much as possible by themselves and care for their own needs when able. A cubby or a shelf with the child's name or picture provides a private storage space. Labels on shelves help children learn where they can find and return the materials they use. Adequate storage in each center should be provided. A good storage system facilitates the clean-up routines.

Learning Centers

The program in the Kindergarten should provide for the following:

- hands-on experiences
- activities that range in levels of difficulty
- materials used to teach, reinforce, or enrich the skills
- activities that emphasize the program goals and objectives
- development of thinking and problem-solving abilities
- sharing and cooperation

To facilitate the program objectives in the Kindergarten, a learning center approach is used. The learning center approach allows children to be active participants in their own learning. Children are able to manipulate materials and learn through discovery at individual rates and ability levels. The teacher structures the environment, sets up the centers, and keeps track of the students' progress.

A learning center is an area of the room set aside for specific activities. Learning centers in the Kindergarten can include:

- Library
- Writing.
- Art
- Blockbuilding
- Mathematics
- Science
- Manipulatives
- Woodworking
- Music and Movement
- Housekeeping
- Painting
- Collage
- Sand and Water

An interest center is an area which focuses on a particular theme. For example, if the theme is "Hats," a table could be set up with a variety of hats for children to explore and discuss. A learning center, as described alone, can also be an interest center. A theme on "Ships or Boats" could be developed in the science center.

It is a good idea for the teacher to start with a center checklist. Included on the list are:

- skills to be learned
- activities
- materials needed
- library books, poems to be used
- songs, records
- special equipment needed
- visual aids
- bulletin board display ideas
- supplies needed from home
- items to be remembered by teacher

The learning center and the interest centers are used in different ways by the children. They use the centers to do independent study projects or work on individual assignments. They use the centers to work on follow-up projects from a teacher directed instructional activity or to do enrichment activities. Most centers will be used in a self-selected manner by the children.

Organization of the centers is important. Centers are labeled and so are materials. Directions are included when necessary. Routines are established so children know how and when to use the centers.

Developing Centers

Center work can begin from the interest of a child or from a direct experience such as a field trip. It can start with an interest demonstrated by a group of children or with a theme.

The teacher selects an area of the room and furniture appropriate for the center. All of the charts, materials, games and worksheets needed for the area are placed there. Children work in the learning and interest centers during the work-play periods in the morning and afternoon.

The teacher collects books, objects, pictures, and other resources to be used in the center. A letter can be sent requesting materials from home, if appropriate.

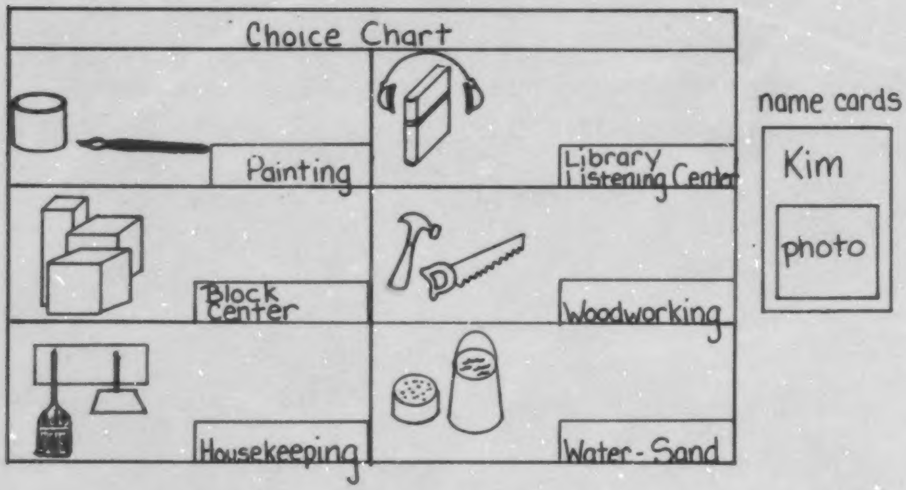
Management of Centers

Centers in the classroom require a great deal of planning and organization to be successful. The teacher chooses the way the centers are to be managed and how often they are to be used by the children. The teacher needs to feel comfortable in the setting chosen.

There are many ways to manage learning centers. The teacher can start the work period with a class meeting where the schedule for the day or week will be made. This is written on chart paper, put on a flannel board, or listed on the chalkboard.

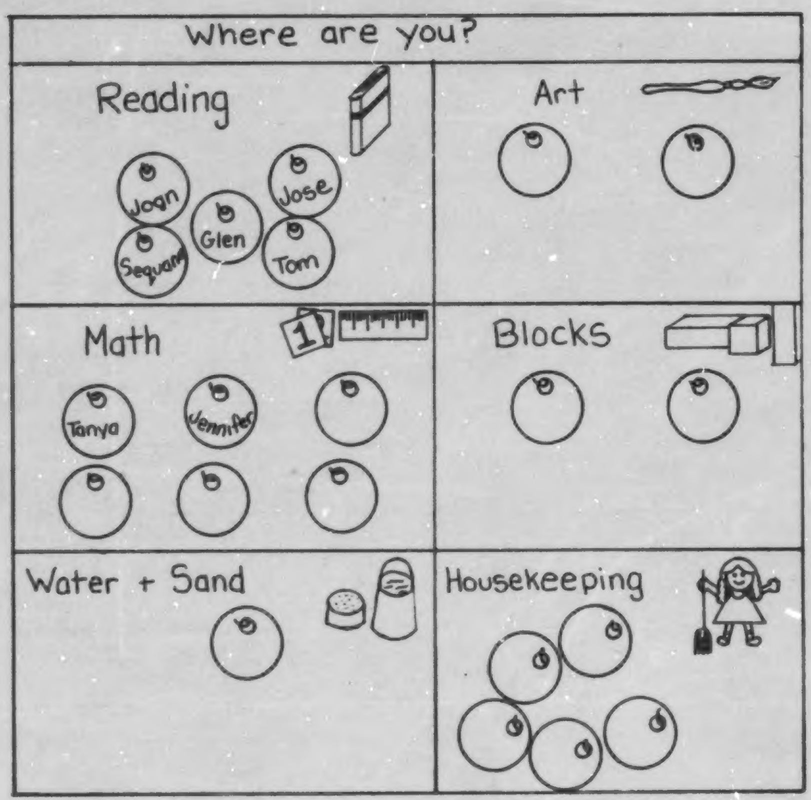
The teacher can make a choice chart (illustration 1). Each child decides where to work or begin work during the particular work period that day and puts a name card in the appropriate space.

Illustration 1


Choice Chart
Painting
Library
Listening Center
name cards
Kim
photo
Block Center
Woodworking
Housekeeping
Water-Sand

The teacher may decide to give the children free options to choose and move from center to center on their own. Children check in and out using a pegboard and hangtags. (See illustration 2.)

Illustration 2


Where are you?
Reading
Joan
Jose
Glen
Sequan
Tom
Art
Math
Tanya
Jennifer
Blocks
Water + Sand
Housekeeping

The teacher may break the class into small groups that will work together and then rotate to different centers as a group. A flowchart would be kept to allow for a variety of experiences throughout the week. (See illustration 3.)

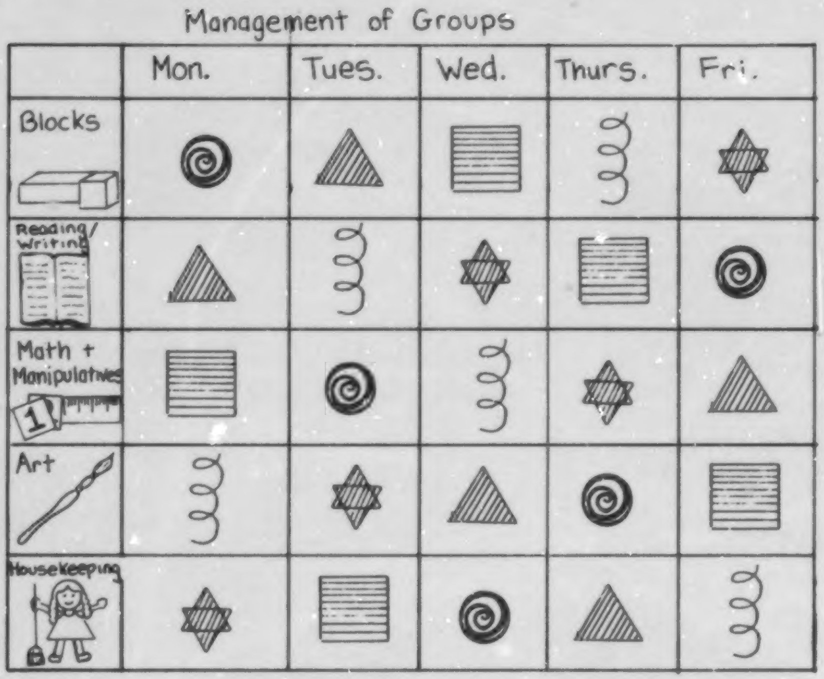
At the end of the work period there is an evaluation time when children report on work accomplished during center time.

Management of Groups

Pictures, symbols, or colored squares are used on a flowchart for managing the group method of center work. The chart is easy for the children to follow. Children start working at the designated area for the group and then move on when work is completed. The teacher can now control for varied experiences.

For easy reference, list the names of the children in each group somewhere in the room.

Illustration 3



Management of Groups

	Mon.	Tues.	Wed.	Thurs.	Fri.
Blocks	◎	▲	▤	➰	✡
Reading/Writing	▲	➰	✡	▤	◎
Math + Manipulatives	▤	◎	➰	✡	▲
Art	➰	✡	▲	◎	▤
Housekeeping	✡	▤	◎	▲	➰

Record Keeping

Teachers need to keep track of the students' progress in the interest/learning centers. It can be helpful to keep track of the centers chosen daily by children. A simple tally would be efficient. Some children may need direction in making their choices. For children who are reluctant, the choice chart helps make a conscious choice about what area they want to go to. If children do not choose specific materials, some materials can be placed on a table. This invites children to sit down and explore.

TALLY FOR SEPTEMBER

Name	Art	Housekeeping	Math	Blocks	Reading Listening
Sequana	|||	𝍸 |	||		
Kimberly	𝍸	|||	𝍸		||||
Marlon	|||		|	𝍸 |	||
George	𝍸	|	||||	||||	|

The teacher must check to see if information is being retained. Skills checklists can be kept and group instruction given where needed. Records should be very simple and efficient. Collections of children's work can be kept in manila folders and evaluated. A good method is to use a sheet of paper with children's names printed down the left hand side. This can be used for many types of checklists done by the teacher.

NAME	count to 5	sets to 5	one to one corres.
1. Nicole	✓	✓	✓
2. Carla	✓	✓	
3. Edwin	✓	✓	
4. George	✓	✓	✓
5. Sequana	✓		

Checklist for Classroom Learning Environment

The Room

______ 1. Does the appearance of the room reflect a sense of functional arrangement and orderliness?

______ 2. Is the room aesthetically pleasing?

______ 3. Is the room interesting and inviting?

______ 4. Is the room well ventilated?

______ 5. Is the room divided into clearly defined centers of interest?

______ 6. Is there a quiet area children may use?

______ 7. Is furniture arranged to fit children's needs?

______ 8. Are there open lanes to travel from center to center?

______ 9. Can the furniture be moved easily to meet the needs of an activity? (snack time, rhythms)

______ 10. Is there an area of the room for group meetings or large group instruction?

______ 11. Are tables arranged in groups?

______ 12. Is the piano placed so that the teacher can see all of the children at one time?

______ 13. Does each child have an individual storage space? Is the block area adequate in size and in a safe place away from interruptions?

______ 14. Is there a place to put completed work?

______ 15. Are bulletin boards current, functional, and at children's eye level?

______ 16. Is there access to a water source, and child-sized restroom facilities?

______ 17. Is there a place for drying paintings?

______ 18. Is there a writing area stocked with paper, pencils, dictionaries, typewriter?

Materials

______ 1. Do children know where the materials are kept?

______ 2. Is there adequate storage for all materials?

______ 3. Is there convenient access to materials?

______ 4. Is equipment kept clean and are broken items discarded?

______ 5. Do the children know the uses of each object in the area?

______ 6. Are directions posted?

______ 7. Are there materials available for creative activities such as boxes, buttons, scrap material, wood, etc.?

______ 8. Are reference materials available to extend learning developed in a particular area?

______ 9. Does the room have live plants and pets?

______ 10. Is there a variety of types of books, tapes, records, film strips?

______ 11. Are materials and visual aids changed often to maintain interest?

______ 12. Are materials provided for individualized work?

______ 13. Is there a variety of hands-on experiences available?

______ 14. Are there clean-up materials such as sponges, paper towels?

______ 15. Is there a place for everything?

______ 16. Are there materials for dramatic play such as shoes, pocketbooks, empty food boxes, etc.?

______ 17. Is there a variety of basic visual art media?

______ 18. Are there small manipulative materials to build eye-hand coordination?

______ 19. Are field trips included as learning experiences?

______ 20. Are there seasonal interests for children to observe?

______ 21. Are there cooking experiences?

______ 22. Are there materials for music and rhythmic experiences?

Children and Program

______ 1. Are the children aware of their responsibility for the appearance of the room?

______ 2. Are children's experiences used as a basis for oral discussion?

______ 3. Are sensory experiences used as a basis for oral discussion?

______ 4. Is children's work attractively displayed and current?

______ 5. Is a name tag fastened to the picture?

______ 6. Are pictures changed frequently?

______ 7. Are children encouraged to care for live plants and pets in the room?

______ 8. Are there opportunities for reading around the room? Are pictures/charts attractive and at the eye level of the child? Is the writing on charts and labels clear and legible?

______ 9. Are there opportunities for language development?

______ 10. Are there opportunities for the children to make specific choices?

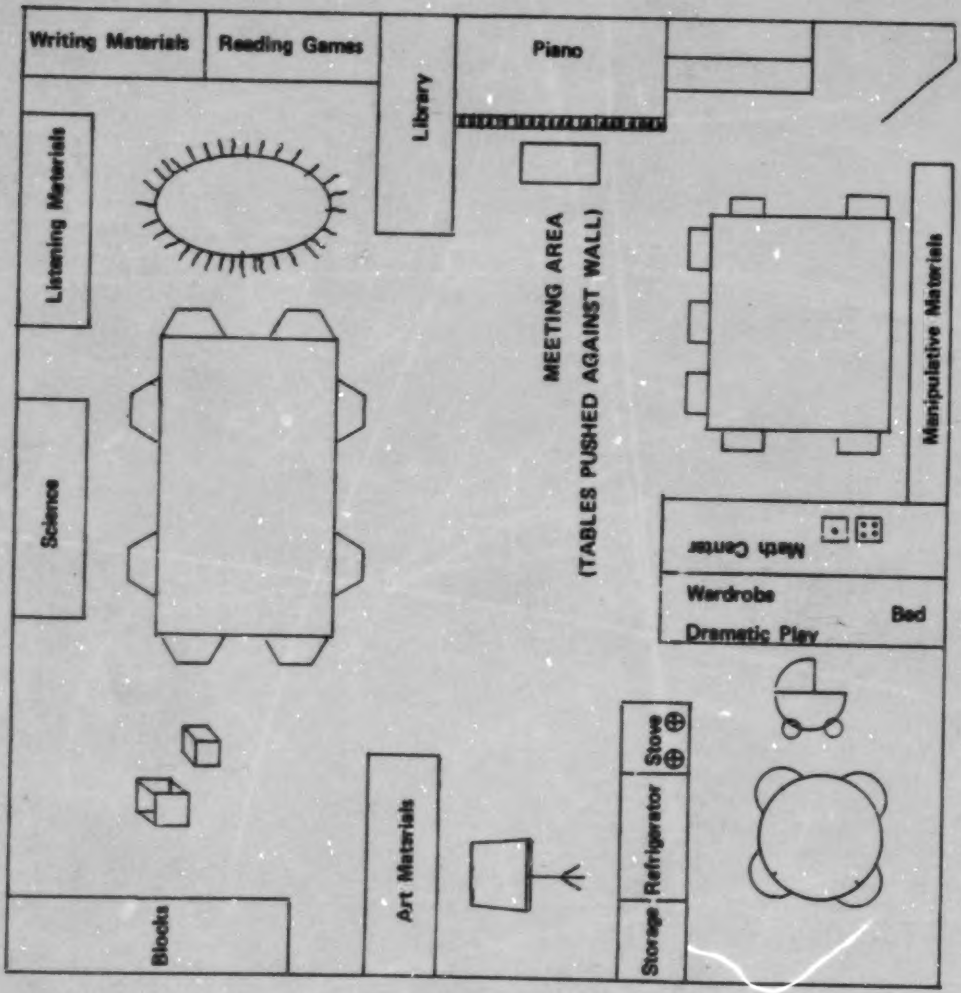
______ 11. Are children encouraged to share materials?

______ 12. Do children have opportunities for writing experiences?

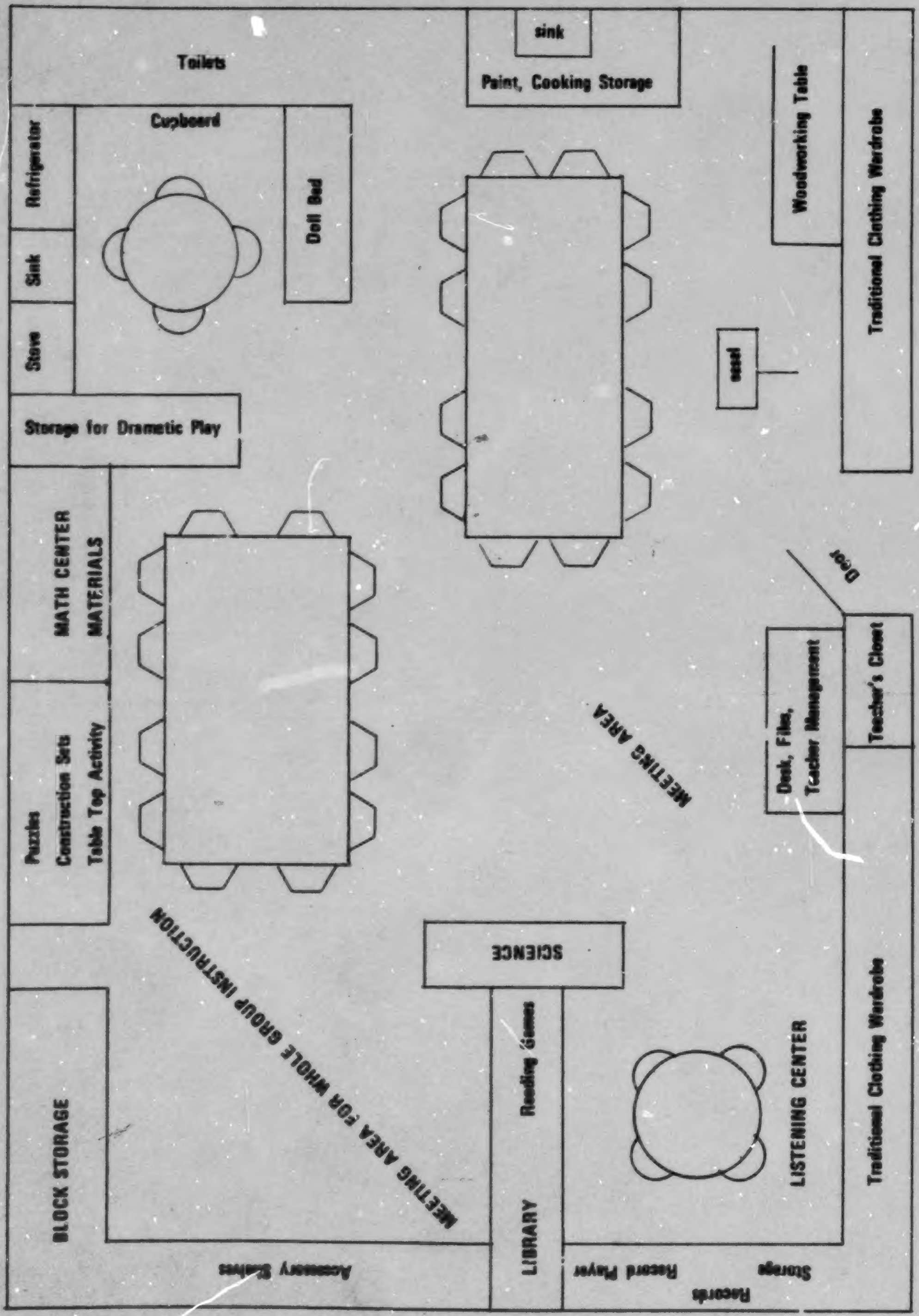
______ 13. Does the program balance individual, group, and entire class activities?

______ 14. Is there integration of curriculum areas?

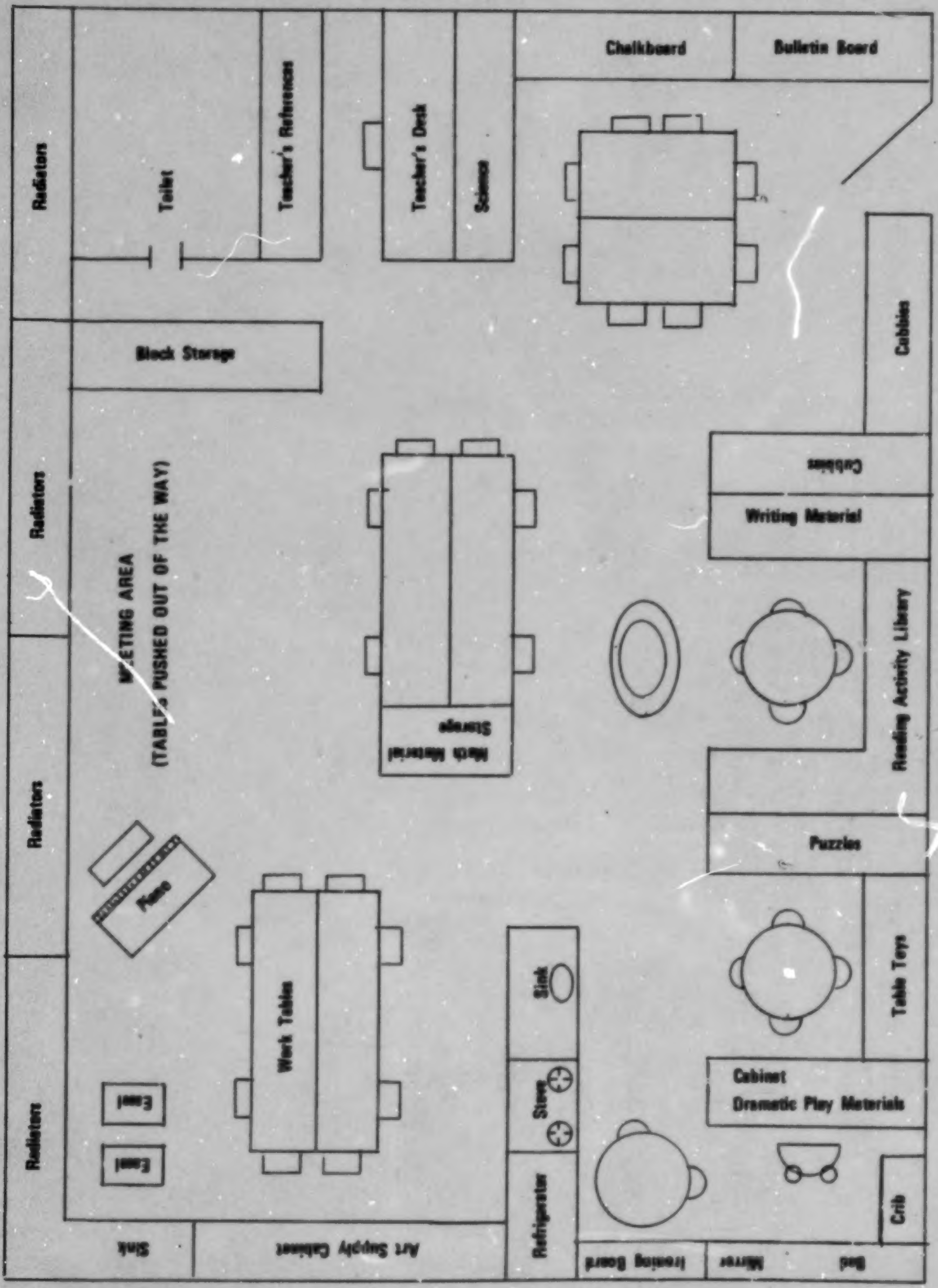
This is a floor plan for a small room with no running water and no toilets.


Writing Materials
Reading Games
Library
Piano
Listening Materials
MEETING AREA
(TABLES PUSHED AGAINST WALL)
Manipulative Materials
Science
Math Center
Wardrobe
Bed
Dramatic Play
Stove
Refrigerator
Storage
Art Materials
Blocks

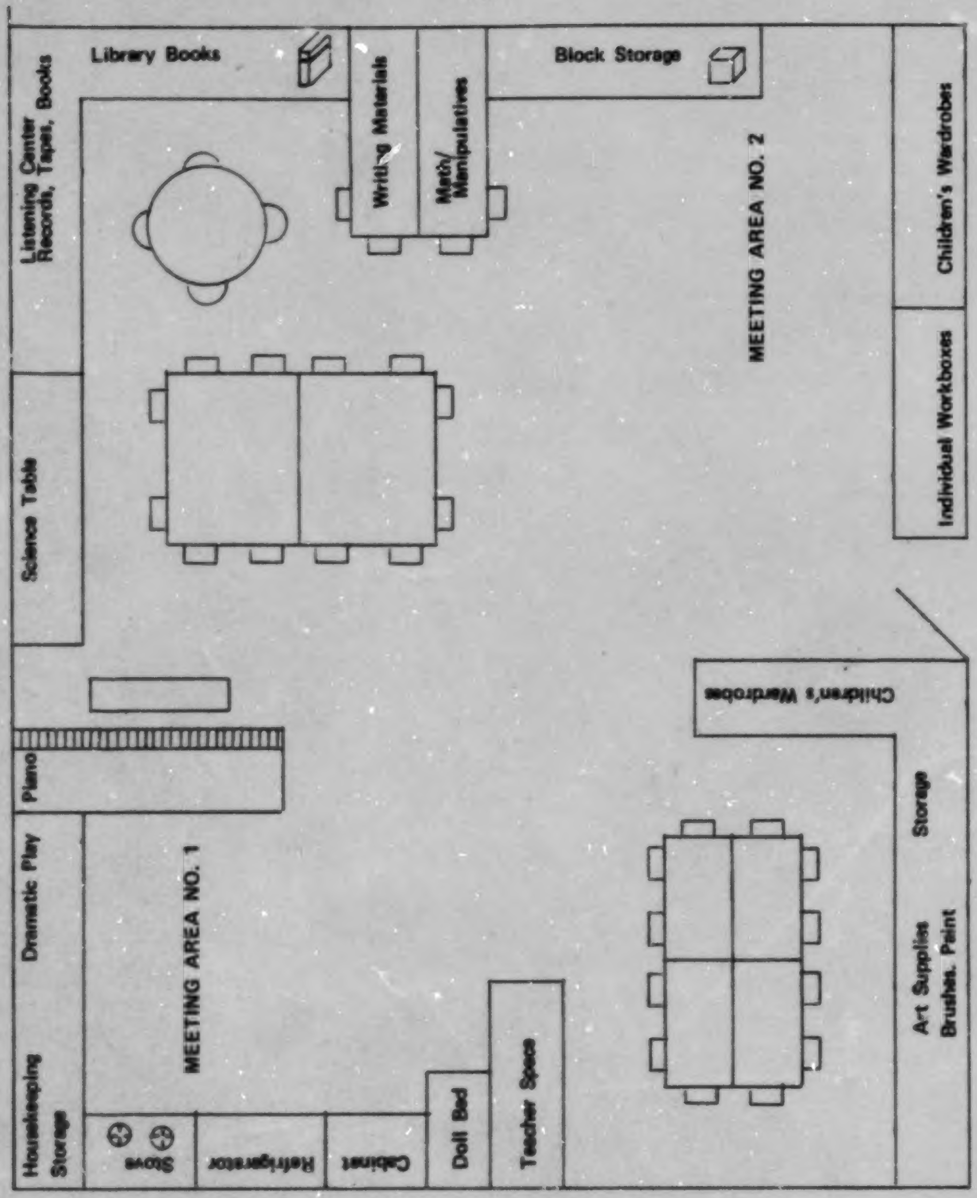
This is a floor plan for an old traditional room with toilets.


Toilets
sink
Paint, Cooking Storage
Cupboard
Refrigerator
Sink
Stove
Doll Bed
Woodworking Table
Traditional Clothing Wardrobe
easel
Storage for Dramatic Play
MATH CENTER MATERIALS
Puzzles
Construction Sets
Table Top Activity
Door
Desk, Files, Teacher Management
Teacher's Closet
MEETING AREA
SCIENCE
MEETING AREA FOR WHOLE GROUP INSTRUCTION
Reading Games
LISTENING CENTER
Traditional Clothing Wardrobe
BLOCK STORAGE
LIBRARY
Accessory Shelves
Record Player
Storage
Records

This is a floor plan for a new room with movable furniture and storage with toilets.


Chalkboard
Bulletin Board
Radiators
Toilet
Teacher's References
Teacher's Desk
Science
Block Storage
Cubbies
Cubbies
Writing Material
Radiators
MEETING AREA
(TABLES PUSHED OUT OF THE WAY)
Math Material Storage
Reading Activity Library
Radiators
Piano
Puzzles
Work Tables
Sink
Table Toys
Stove
Cabinet
Dramatic Play Materials
Easel
Easel
Radiators
Refrigerator
Crib
Sink
Art Supply Cabinet
Ironing Board
Mirror
Bed

This is a floor plan for a double class in a large room with two teachers.


Library Books
Block Storage
Listening Center Records, Tapes, Books
Writing Materials
Math/ Manipulatives
MEETING AREA NO. 2
Children's Wardrobes
Individual Workboxes
Science Table
Children's Wardrobes
Piano
Storage
Dramatic Play
MEETING AREA NO. 1
Art Supplies Brushes, Paint
Housekeeping Storage
Stove
Refrigerator
Cabinet
Doll Bed
Teacher Space

SUGGESTED EQUIPMENT AND SUPPLIES FOR LEARNING CENTERS

Basic Equipment

child-sized tables and chairs
mats (resting)
pegboard room dividers
storage shelves
storage cabinets
bulletin boards
clock
broom, dustpan, mop
hot plate--cooking utensils
projector--slide, overhead
refrigerator (if available)
piano and stool (if available)

Communication Arts

tactile letters (upper and lower case)
sandpaper letters
rubber stamp alphabet
card games
word games
pupil-made books
perceptual materials:
  visual discrimination of shapes, colors, textures, sizes
associate words with pictures
puppets and story accessories
flannel board stories, letters
names, signs, labels
sequencing pictures
magnetic board
magnetic letters
experience charts
classification materials
alphabet books
Lotto games
"What's Missing" dominoes
letter puzzles
opposites
parquetry
puzzles (word and pictures)
mosaics
construction materials
language-experience booklets
sentence strips

Writing Center

primer typewriter
pens and pencils
magic markers
colored pencils
black crayons
chalk/slates, eraser
various sizes paper, both lined and unlined
picture dictionary
letter tracing stencils
variety of alphabets (wood, sand, rubber)
name cards
word cards
class lists
writing box--ideas and suggestions
wallpaper and cardboard for bookcovers
display cards for manuscript and cursive letters
scissors
picture box

Library

display unit
paperback books (4 copies)
poetry
reference books
library books with a wide range
picture file
rocking chair
easy-to-read trade books with controlled vocabulary
encyclopedias
dictionaries
round table and chairs
magazines, newspapers
rugs

Mathematics

- abacus (counting frame)
  (shape/color abacus)
- clocks, 12-inch cardboard clock dial
- calendar
- toy money--cash register
- number and picture matching tray
- sets of picture cards
- sets of number cards
- sets of numerals
- flannel board, felt cut-outs (geo-forms)
- individual slates and chalk
- geometric figures for tracing--shape templates
- number games (Bingo, Lotto)
- scales--weights
- rulers, tape measure, meterstick
- liquid measures--cups, spoons, containers
- metric measuring equipment
- shape sorting box
- number puzzles
- Cuisenaire rods
- dominoes--variety
- pegboards and pegs
- tactile number blocks
- tactile dominoes
- beads and string
- number boards
- unit stacker
- form-o-grams
- attribute blocks
- Vertiblocks (cubes)
- colored cubes
- paper and pencils
- chalkboard
- objects for counting (bottle caps, sticks)
- books (3 Bears)
- finger plays
- categorizing materials (buttons, screws)
- sorting tray
- number line--desk/walk-on
- fractional parts
- pan balance scale
- pattern cards

Science

- magnifying glasses
- magnets--iron objects
- thermometers
- animals--cages, bowls
- plants/terrarium
- planting materials--garden tools, watering cans
- batteries, switches, bulbs, flashlight
- pulleys, timers, weights
- prisms, gears, funnels
- color paddles
- aquarium--oceanography
- compass
- collections of all kinds--rocks, leaves, insects, shells
- seeds and buds
- balloons and pump
- soil, sand, stones, fossils
- exhibits--posters, pictures, resource books
- weather chart/climate
- "odds and ends" box (whistles, magnetic games)
- measuring cups and spoons, measuring devices
- planetarium/sun and planets

Sand and Water Experiences

- sand and water table
- funnels, measuring cups and spoons
- basters and eye droppers
- graduated cups, drums
- sieves and scoops
- boats
- plastic bottles of various sizes
- dustpan and broom
- sand tools
- straws, corks
- toy cars, airplanes, animals, people (can be taken from other area of the room)

Art Materials

- easel
- easel clips
- smocks
- paint containers
- brushes
- paint, tempera
- newsprint
- finger paint
- finger paint paper
- crayons and markers
- craypas
- manila paper
- scissors
- construction paper
- moist clay
- clayboard and crock
- paste and glue
- collage materials
- Playdough
- socks, mittens, trimmings (for creating puppets)
- water (sink or basin)
- design blocks (tracing)
- paper cutter
- paper bags
- plates and cups
- pipe cleaners
- wallpaper samples
- felt pieces
- tissue paper/crepe paper
- straws
- paper towels
- sponges--cleanser/soap
- drying rack or line
- sewing materials
- Dixie mesh
- clear bags or boxes (for storage of material)
- newspaper or oilcloth
- colored shapes

Music

Rhythm Instruments

- rhythm sticks (10)
- wood block (2)
- sand block (2)
- soprano sounder (4)
- crow sounder (2)
- triangles (3)
- tambourine stick (2)
- cymbals (2)
- triple bells (3)
- jingle clog (2)
- drums
- xylophone
- record player
- records
- finger plays
- earphones
- piano
- tuning fork
- pegboard for storage of instruments
- materials to make home-made instruments
  - cigar boxes
  - rubber bands
  - bottles
  - glasses
  - combs
  - cereal boxes
  - sandpaper
  - aluminum pie pans
  - wood blocks
  - coffee cans

Listening Center

- tape recorder
- record player
- records/tapes
- books with records/tapes
- connection box and earphones
- blank tapes (15 minutes)
- Viewmaster
- Language Master
- television
- filmstrip
- projector/filmstrips

Health and Physical Education

- hollow blocks
- chair nesting blocks
- hoops--3 sizes
- balls, assorted (yarn, rubber)
- rhythm and dancing records
- bean bags
- food group charts
- soap, water/paper towels
- scale and yardstick
- Snellen chart
- dental slips
- hand puppets--doctor, nurse and dentist
- tissues
- mats (for rest time)
- song plays and dances
- outdoor play area (slide, swings, jungle gym)
- wagons and tricycles
- ropes
- balance beam
- movement and education records

Table Top/Manipulative Materials

- Tinker Toys
- Lego/Duplo
- colored blocks
- Lincoln Logs
- Constructo toys
- wooden puzzles
- toys with mechanized parts
- beads and strings
- pegboards and pegs
- Unifix
- bristle blocks
- lacing, buttoning, zippering, tying, snapping materials
- mosaics

Woodworking

- workbench and storage
- saw
- hammers
- pliers
- screwdrivers
- vise
- plane
- hand drill and bits
- nails and screws, nuts and bolts
- soft wood and wheels
- spools, sandpaper
- hollow blocks
- cars and trucks
- boats and trains
- animals
- people
- accessories: signs, fences
- low shelves for storage

Block Area

- unit Blocks
- hollow Blocks
- signs
- trucks, cars
- boats
- people figures (wood, rubber)
- animal figures (wood, rubber)
- suitcase
- steps
- boxes, carton

Housekeeping

Kitchen

table and chair set
refrigerator, stove, sink, cabinet
ironing board and iron
dishes, pots and pans, utensils for eating and cooking
brooms, table cover, toaster
play foods and boxes
tablecloth
shopping cart
soap, laundry materials, and tub

Cooking Center

broiler oven
hot plate
pots and mixing bowls, colander
utensils, peeler
paper service
food for instruction
rolling pin
measuring cups, spoons
tray
beater

Bedroom

doll's bed
mattress, pillows, blankets, bedspread
dolls and doll clothes
telephones
carriage
full-length mirror
curtains
pictures
suitcase
carpet or rug
chest
prop boxes, e.g., painter's hat and brush, doctors bag, nurse's cap and apron
dramatic play materials
rocking chair

Using Recycled Materials for the Classroom

The first commandment of Kindergarten teachers: Thou shalt not throw anything away!

In addition to materials which can be purchased for the Kindergarten program, the teacher may collect various common materials which may be recycled for instructional purposes. Among these materials are:

A. Food boxes and labels:

1. Label Book - Paste well-known (and nutritionally sound) food labels into a stenographer's notebook. One page is used for one label. Invite children to identify each brand.

2. Groceries List - Cut out food box fronts. Punch a hole on top of a few boxes, and attach several. On a trip to the supermarket, children can match the labels to the shelf products.

3. Clean and safe cans and empty food boxes can be used in the housekeeping corner.

4. Box fronts can be laminated with clear contact paper. They can be:
   (a) cut up and used as puzzles,
   (b) used for tracing letters with soft-wax crayons,
   (c) used as sewing cards. Punch holes around the edges and attach a long shoelace.

B. Shoe Boxes:

1. Belongings Box - By painting, children can personalize their own box. The teacher adds their names.

2. Building Blocks - Stuff the boxes with newspaper and cover. Cover entire box with contact paper.

3. Sand/Salt Tracing Box - Paint the inside bottom. When dried, cover the bottom with a layer of salt or sand. Children can trace letters, numbers, etc.

C. Old Clothing:

1. Costumes - Hang up or fold clothes in the housekeeping area. For safety and health measures, make sure that the clothes aren't too long, and ask parents to wash them occasionally.

2. Busy Boards - Use clothing items with zippers, a row of buttons, buckles. Cut around the gadgets. Mount on heavy cardboard.

3. Collage - Cut up some interesting textures for pasting.

4. Tactile Matching Game - Cut sets of matching 8" squares. (The fabrics must differ in textures.) Make two piles. A child tries to match the sets while blindfolded.

5. Dancing Props - Lightweight fabric can be cut into 12" squares. Put a record on, and invite children to make the material dance.

D. Wallpaper Sample Books:

1. Floormats - Machine sew two sheets of heavy washable wallcovering together. Layers of newspaper can be used to stuff them. Ask parent volunteers to assist in making the floormats.

2. Placemats - Use one sheet of washable covering. With indelible marker, print the child's name in the right hand corner. The children may trace their name while waiting for lunch.

3. Scraps of wallpaper can be used for collage activities.

4. Aesthetic Appreciation - In order to expand vocabulary, the class may touch, view, and discuss wallpaper patterns.

E. Large Fruit Cans - (from the school lunchroom) - Wash well, and check for smooth rims.

1. Toy Containers - Label container with picture and name of toy.

2. Gifts - Children can cover the cans with fabric, wallpaper, or paint.

3. Paint Caddy - Three small paint containers and brushes can be put inside the large can. It will help prevent spills during table or floor painting.

F. Cardboard Trays (from the lunchroom.)

1. Sorting Game - Children follow the teacher's directions. In the trays, they arrange small articles according to sizes, shapes, and colors.

2. Touching Trays - Individuals select items to represent each tactile category (e.g., soft cotton ball, hard wood, sticky paper, rough sandpaper, smooth satin). Children paste their own sets on trays.

G. Egg Cartons

1. Pair Game - Glue a different small article in each compartment (e.g., bean, pasta, button, etc.). Blindfold a child and have the child find a match with a loose article.

2. Arts and Crafts - Combinations of egg carton sections can be experimented with to create baskets (4 sections), flowers, animals (caterpillar = 6 sections, ladybug = 1 section).

MANAGEMENT ROUTINES

Rationale

"Management Routines" refers to all of the practices the teacher develops with the children which, sustain order in the children's movements within and outside the classroom and maintain the organization, order and availabilty of the equipment and materials.

For example, if a teacher tells five-year olds on the first day: "Please get on line to go to gym," the expectation may be that the children will walk quietly and directly to the line-up space, match themselves with a partner, and watch the teacher for a signal to move. In fact, something quite different will happen. Many five-year olds have never formed a line. In fact, some five-year olds have never been told how to move themselves. They are used to matching their movements to the movements of others and to being focused on where they are going, rather than on how to get there.

No matter how small the classroom and the number of people in there, routines can be devised and developed which will insure the children's safety, preserve the equipment and materials, and provide a pleasant atmosphere. Teachers will naturally employ different management styles, but the teaching and learning process for establishing and implementing the routines is the same.

Clear, well thought-out routines are stressed, since five-year olds become very excited during gathering-together times (meetings, forming lines) and during transition periods. Transition periods are especially challenging because some activities do not end all at once. Clean-up time, completing an assignment, etc., require very clear routines so the children always know what is expected of them.

The teacher is well-advised to rehearse explanations of routines and break them down into step-by-step behaviors before communicating with the children. September Kindergartners may be able to follow only one direction at a time. Children are not confused by directions that are easy for them, and the observant teacher will increase the complexity of instructions as the children grow more competent.

Transitional Periods

Those periods of time during which children are finishing or leaving one activity and moving toward another are known as transitional periods. As mentioned elsewhere, the transitional periods can be very difficult for young children. They may feel disrupted because the previous period ended before they were ready to stop, or they may feel apprehension about something that will happen later in the day.

Teachers find that children move into the next activity more readily when a little time has been spent in the transition period on finger plays, little songs, rhymes, or verses. The light-hearted nature of these exercises serves the serious purpose of assisting the children to shift the focus of their attention and become more receptive to directions for the next activity.

In general, the most important transitions occur between:

- entering the classroom in line formation and beginning an activity.
- initiating a whole group activity in which each child needs supplies, and starting the activity.
- work period and clean-up time.
- ending an activity and forming the line, especially if lunches or clothes are required.
- the final work of the day and getting ready to go home.

Teachers have many different styles for managing the transitional periods, and the teacher new to Kindergarten is urged to experiment in search of effective methods.

One teacher plays a familiar melody on the piano and the children stop what they are doing to sing the song together. As the song ends, a natural listening time emerges in which the teacher can verbally guide the children into the next activity in the schedule.

Another teacher puts out the light and shows a sign picturing a child making the "shhh" sound with finger on mouth, underneath which is printed "quiet." When all of the children have quieted, the teacher shows a picture representing a group of clean-up jobs and the children in charge of those jobs begin working.

Yet another teacher will start a finger play with the children in one center, move with them to another center, engage the children there, and so on until the entire group is participating. The teacher completes the exercise with the children and has their attention for what comes next.

The Routines

The following descriptions of management routines cover many of the situations that will occur every day in the Kindergarten. The routines are best taught slowly, one at a time, step by step. Over time, the five-year olds will internalize the behaviors, and the teacher's occasional reminders will serve to sustain routine behaviors. A rich repertoire of finger plays and appropriate songs, as described in the following section, will enhance the routines and prevent these daily experiences from seeming drearily monotonous.

It must be stated that Kindergartners adapt to the particular teacher leading the routine. With the regular teacher all will go smoothly. The children may react unpredictably when a substitute teacher comes in.

Two adults in the classroom are advised to establish which routines are to be led by which teacher and to adhere to this procedure.

Group Meetings

There are several ways to gather the children for meetings, direct instruction, story, and sharing times. Early in the year the circle form is most effective, because it prevents the distraction the child feels when sitting in back and in front of other children.

The teacher will have to actively support the forming of the circle or sitting in the meeting area. At first the teacher will name one child at a time and indicate where the child is to sit. Observing the children enacting a routine will continually guide the teacher in the simplicity or complexity of the directions.

Sample Dialogue

- "Jose, please sit here. Thank you, Jose."

- "Jasha, please sit beside Jose. Fine! Thank you, Jasha."

- "Tanya, will you sit here beside Jasha? That is fine! Thank you, Tanya."

Each child may not require such precise directions, but the teacher is advised, in the beginning, to be as explicit as necessary for each Kindergartner to successfully participate.

Once the children know how to form a circle, a little verse, said or sung, such as the following, will make this routine pleasant to accomplish:

HANDS (To precede circle activity)

Join hands in a circle
And hold on tight;
Now squeeze your hands
With all your might.
Put your hands in the circle,
Bring your hands back out,
Let go of hands
And turn yourself about.
Put your hands on your head;
Now hands on your knees,
Hands on your mouth
In case you're going to sneeze.
Hold hands again
And go for a walk;
Close your mouth up tight,
So you won't have to talk.
Put your hands on your ankles;
Now again on your knees.
Now sit yourself down
As lovely as you please.

Forming a Line

Most schools require each class to move through the halls in a double line; however, it is difficult for five-year olds to maintain a double-line formation. The instructions the teacher gives the children at the very beginning are crucial, as is the teacher's continuing and patient support. Remember that some children will not yet have mastered the concepts: in front of, beside, in back of.

Establishing partners, or couples, and giving each pair a number for their position on line (reinforced with a partner's chart) diminishes some of the five-year old's confusion and anxiety. However, absences will disrupt this system and the teacher will need alternative plans.

Sample Dialogue: "Selina, please walk to this space. Good! Now face me and stay right there. Thank you, Selina."

"Jamal, please walk to this space beside Selina." (Teacher shows Jamal what 'beside' means by helping him into the space and position, if necessary.) "Thank you, Jamal."

"Sam, please walk here and stand in back of Selina." (Helps Sam, if uncertainty is observed.) "Thank you, Sam."

Continue until everyone is in place.

The teacher must move this line very slowly at first as five-year-olds may run, stop, turn around, or wander off. Little songs, sung softly, will help the children to maintain their places on the line. (See Finger Plays)

It may be a number of days, even weeks, before this methodical beginning will result in a rewarding sense of certainty for the children and for the teacher throughout the school year.

Fire Drills

Fire drills are an essential and frequent occurrence in school life. Good routines are the only way to minimize the disruptive aspects of fire drills. Teachers communicate their genuine concern for the children's safety when they establish effective fire drill routines and, in a calm manner, assist the children to implement the routines.

The children will learn to distinguish between two-bell fire drills and three-bell fire drills. A light switch reminder will enable them to get their coats, if a two-bell drill, or to go directly to their place on line, if a three-bell drill.

It is imperative to get this group of twenty-five Kindergartners out of the classroom, down the stairs, and out of the school building quickly, yet safely. The pace must be brisk, yet one that each pair of little legs and feet can manage without tripping and stumbling.

The teacher's serious and confident demeanor will help the children to form appropriate attitudes and behaviors during these crucial routines.

Bathroom

There are several different ways to manage bathroom routines, depending on the school facilities.

Initially, all children will need to be shown how the faucets work and where the soap, towels, and wastebasket remain, so that handwashing is both emphasized and simplified.

When the bathroom is connected to the Kindergarten, the only formality would be to teach each child to leave the door open when coming out so others will know when the bathroom is available.

In the beginning of the school year, if the bathrooms are at a distance from the Kindergarten room, the teacher will take the class in line formation, particularly before and after lunch. The children will gradually learn to accompany each other in pairs to and from the bathroom, asking permission before and telling the teacher when they have returned.

The observant teacher will notice the growing independence of the Kindergartners in caring for their personal needs. Eventually, the children develop sufficient confidence to go to the bathroom when necessary, and a whole-class bathroom routine becomes obsolete.

There are two viewpoints about clean-up time. Some teachers feel that children should be trained to clean up the area in which they have worked, rather than to clean materials and areas left messy by other children. This system results in some children having to perform multiple clean-up tasks by the end of the day.

The other viewpoint considers the classroom as the responsibility of those assigned to specific tasks. Cleaning an area is the job of the person indicated on the job chart. Children clean areas in which they may or may not have worked. Another advantage of using the job chart is that this method brings the children to materials and into areas which, for one reason or another, they may have been avoiding.

In general, children are encouraged throughout the day to take care of the materials and the space they are using.

It is recommended that the teacher use any method for clean-up time with which the teacher is in philosophical agreement, but it is stressed that a well-formulated system be established by the teacher and communicated with great clarity to the Kindergartners from the very beginning of the school year.

A sample job chart follows for teachers who wish to employ this system. The teacher will examine each task required to maintain classroom order and break it down into parts that are manageable for each child. The aims are to have a job for each child (with perhaps a week off) and to accomplish clean-up time in a reasonable length of time. The time is influenced by the difficulty of the tasks, which may vary from day to day, and by the ability of the children to complete the tasks effectively, slowly, or quickly.

It is a good idea to change the job chart every week. The simplest method is to drop each card down one job. Over the course of the school year, everyone will get at least one turn at each job.

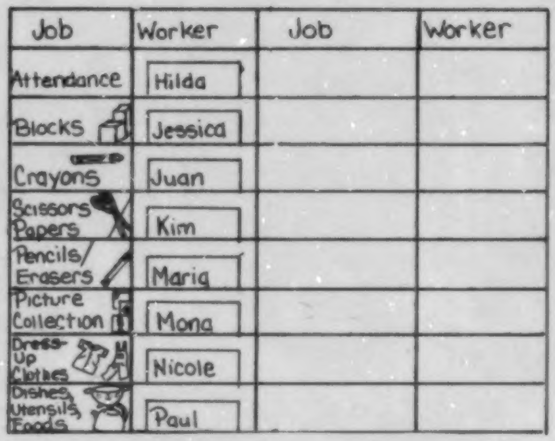
Remember to make provisions for the responsibilities of the children who are absent.

Following is a list of possible job descriptions; the jobs may vary according to the use of each area day by day.

Some Suggested Jobs for the Job Chart
(Jobs may be listed alphabetically or by area)

Attendance Chart
Blocks (2-4 children)
Block Accessories
Crayons
Dishes, Utensils
Dolls (clean, dressed)
Dress-up Clothes
Dustpan
Games
Glue Containers
Library Center (2 children)
Listening Center
Magic Markers
Manipulatives
Papers
Pencils/Erasers
Pens
Picture Collection, Magazines
Puzzles
Science Center
Scissor
Sink
Sweep

Our Jobs Chart



Job	Worker	Job	Worker
Attendance	Hilda		
Blocks	Jessica		
Crayons	Juan		
Scissors Papers	Kim		
Pencils/ Erasers	Maria		
Picture Collection	Mona		
Dress-Up Clothes	Nicole		
Dishes, Utensils, Foods	Paul		

An illustration representing the job on the card, with the word, is very helpful to beginning readers.

The pocket chart format can be used. The essential feature, whatever format is chosen, is that the children's name cards (or the job name cards) be readily moved each week.

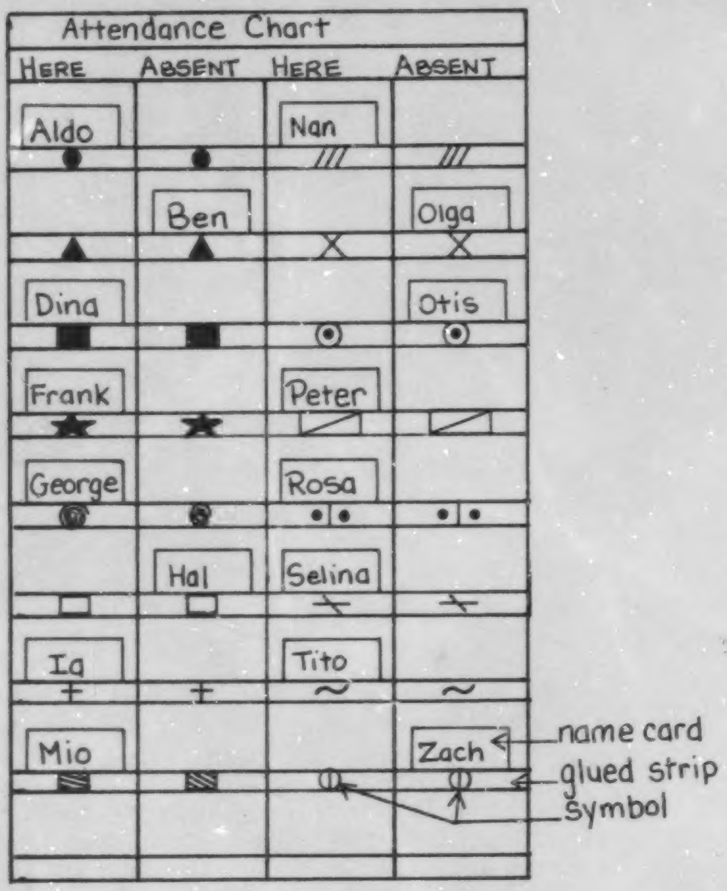
The teacher is reminded that the children need something to do when they have completed their job, especially in a one-teacher classroom. This activity must be one the children can and will do in one area, with very little supervision. Some experienced teachers use this period of time to encourage children to look at books in the library corner. Or, where clipboards are provided, children can work at a paper and pencil activity while waiting for everyone to complete clean-up jobs.

Attendance

The Attendance Chart is a useful way for the attendance to be recorded by the children. It is a simple routine, to be done at the beginning of the morning. One way of making an attendance chart that will last all year is described below:

Attendance Chart

Make a pocket chart by gluing strips of oaktag on the sides and bottom across an oaktag chart, providing twice as many pockets as you have (or will have) children in the class. Make a printed name card for each child, being sure the name will appear above the "pocket". A different symbol for each child will aid those children who are not yet reading their names. For example:


Attendance Chart
HERE
ABSENT
HERE
ABSENT
Aldo
Nan
Ben
Olga
Dina
Otis
Frank
Peter
George
Rosa
Hal
Selina
Ia
Tito
Mio
Zach
name card
glued strip
symbol

As the children enter the classroom in the morning, each person moves the name card into the HERE column. At the end of the day the name cards are moved back into the ABSENT column.

Beginning and Ending the School Day

A school day that begins smoothly for everyone is most likely to result in a pleasant and productive learning experience for children and teachers.

A calm beginning depends on the children's certainty of where to put their things when they first enter the classroom. The teacher will want to designate a space for lunch boxes/snacks, bookbags, a name-labelled hook for each child's clothing and individual, private storage spaces.

Having taken care of their belongings, the children are ready for the first activity of the day. This activity should be informal enough not to be disrupted by staggered beginnings, if the children do not all enter the classroom at once.

Someone has said that the last ten minutes are the most important of the school day. If this is true, it is essential that the ending be relaxed and pleasant with clear and orderly routines.

Remembering that simple directions are best, the teacher is urged to tell the children exactly what to do, and to help the movement of the children at a calm and comfortable level. This can be readily accomplished by sending one or two, or only a few children at a time to get their things and return to the meeting area. Getting ready to go home is best planned for after the final activity of the day because five-year olds take differing lengths of time to get themselves together. This final activity will include final sharings among the children and teacher on an informal, chatty basis, allowing the children to say goodbye and depart in keeping with each child's familiar way of separating. In schools where the teacher walks the class to a dismissal area, the line formation will follow the getting ready-to-go home routine.

COMPUTERS IN THE KINDERGARTEN

If possible a computer learning center will be a valuable addition to the Kindergarten classroom. The potential for computers in Kindergarten classrooms is as limitless as the potential of a child's imagination. Computers are tools--another way to extend the limits of childrens' learning and to fire their imaginations. The combined force of this powerful technology and children is truly synergistic.

The Kindergarten computer program introduces children to the computer as a problem-solving tool through the Logo language. Rooted in the philosophy of Jean Piaget, Logo provides the children with an easy and a natural access to the full powers of the computer. Through this simple, yet powerful computer language, the children are in control of the computer and of their own learning from the first day. The children are free to pose, to explore and to solve problems of their own choice in an intrinsically motivating medium.

Acting as programmers, the children instruct the computer to perform certain tasks. This is done by manipulating a concrete model, called a turtle, through space. As the children direct the turtle's movements, they begin to internalize concepts of directionality, size, shape, and relative position. Because these concepts become intuitive, mathematical learning develops in a very natural manner. The most powerful impact of this language, however, has been in fostering language development. A Logo environment encourages children to speak and to solve problems together. In addition to the obvious social interaction, Logo provides an opportunity for children to examine their own thinking processes in an open and non-threatening atmosphere. It helps the children use the computer to its fullest potential--as a tool for problem-solving.

The Kindergarten Logo curriculum is composed of six modules. These are contained in another guide: Computer Literacy; Elementary Level. With two exceptions, the Kindergarten modules are organized into three strands. Teachers with computers can use each of the three strands. Teachers without computers can use the activities found in the first strand of each module to develop and reinforce verbal, mathematical and computer concept development.

- o Strand 1 is comprised of physical activities in which the children and teacher can engage. These activities help the children internalize concepts of directionality, relative position, mathematical vocabulary, and geometry through their body movements.
- o Strand 2 consists of guided explorations of the turtle's movement on the computer. This strand stresses problem-solving heuristics by encouraging the children to "think like the turtle" and direct the turtle to its destination.
- o Strand 3 contains the most creative aspect of exploring with a computer--posting and solving original problems.

Each of these three strands takes an extended time to develop. The children should be allowed to proceed at their own pace and at an appropriate developmental level. Concept formation is based in a variety of activities and the time to explore these activities fully.

This approach to computing allows each child to explore, discover and apply powerful concepts in thinking and learning. It fosters intellectual growth and encourages children to dare to take intellectual risks by providing an interesting and non-threatening vehicle that enables them to organize their thoughts, articulate them, and recognize that there are many valid approaches to solving a problem. The Kindergarten computing program builds upon the innate strengths of all entering children--their excitement, their spontaneity, and their eagerness to learn.

The following illustrate the kinds of activities to be found in Computer Literacy: Elementary Level:

Sample Activities:

. Play "Follow the Leader" using the commands FORWARD and RIGHT. Call out each command as you perform the action. (FORWARD 3 steps, turn RIGHT and face the cubbies, etc.)

. Use masking tape or chalk to outline a simple maze on the floor. Have students take turns guiding each other through the maze by using the commands FORWARD and RIGHT.

. Play "Follow the Leader" using the commands BACK and LEFT. Call out the commands as you perform the action. (BACK one giant step, turn LEFT and face the windows, BACK one hop, etc.)

  - Vary this game by having a student function as the leader. Remind him/her to call out the actions as they are performed.

. Play a directions game with the children. Issue simple commands stressing BACK and LEFT, but do not perform the action. Some samples are:

  - Turn LEFT and face the ______ (windows, doors, clock).
  - Take 1 hop BACK.
  - Turn LEFT and face the ______ (sink, closet, desk).
  - Take 3 jumps BACK, etc.

. Play "Treasure Hunt." Direct one student to cover his or her eyes. Hide an object some place in the classroom. Have the student uncover his or her eyes. The student stands in the center of the front of the room while other students in the class take turns instructing the searching student to move FORWARD, BACK, RIGHT and LEFT until he or she reaches the hidden object of the search.

The Extended Learning Environment

Children in the early years of school learn best through concrete experiences which afford many opportunities to observe, explore and discover. These important ways of learning, which begin in infancy, are further extended in a skillfully designed learning environment within the classroom and the wider community.

Through trips, children have many opportunities to clarify, to express, to reconstruct and to integrate their ideas.

Using the "community as a classroom," children study about the people and places around them--they observe, they ask questions, they begin to see relationships. In an age-appropriate manner, they discover information about their immediate environment, how people live and work within it. Children gain a sense of their inter-relatedness and a sense of "I can manage myself in my world."*

The Kindergarten child can learn in locations other than the classroom. The child must be aware that the world extends outside the confines of a four-walled room or a large brick building. In order to understand the "real world" the child must be exposed to neighborhood and community resources as well as cultural and sociological activities.

Why Take Trips?

Trips give the child pleasant first-hand experiences on which to build and develop concepts, language, perceptual ability, observation and discussion skills. Trips stimulate the children to express themselves with varied materials. These expressions can be in the form of writing, music, puppetry, dramatic play, murals, or book-making.

A well planned program of theme-related trips reinforces a child's learnings. The child will be stimulated to read, listen, and participate in activities about the specific content area being studied. Questions previously raised may be answered by what was seen. The information learned will become more meaningful through the trip experience.

Trip Planning

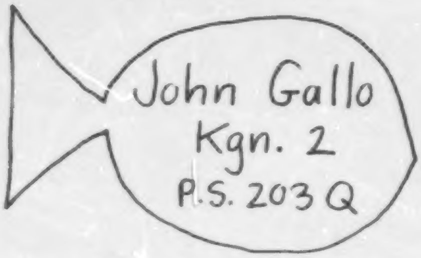
If possible, the teacher visits the site in advance to see what route to take, what exhibits would interest the children, and what arrangements are to be made for guided tours or lunch. A pre-visit to the site helps the teacher to maximize the quality of the planning and to focus the children's attention during the actual trip.

*Social Studies: The Weeksville School/Bank Street College Follow Through Program, Brooklyn, N.Y., 1978.

Initially, trips are taken around the school and immediate area. The children learn to travel as a group, stay together, and follow directions. Visits to the school garden, the custodian's office, the principal's office (on appointment) or the computer room can be good beginning trips. Next local visits such as the firehouse, post office or library are advisable. Then the teacher can plan bus trips out of the area.

The teacher discusses and plans the purpose of the trip with the children. Charts are prepared with questions to be answered or researched on the trip.

Each child should wear some sort of emblem or tag which includes the child's full name, class and school number. The teacher and parents wear the same tags.



Adequate supervision can be provided by parent volunteers who assist the teacher on the trip. Parents are assigned to a specific group of children for the day. One adult for every 5 children would be an ideal situation.

In case of inclement weather, the teacher has an alternate plan prepared, e.g., a picnic in the classroom or a trip to the gymnasium for some new games.

Transportation is to be adequate and safe. Each child should have a seat on the bus and be taught proper bus conduct. Arrangements made by the teacher should give children enough time to see everything planned.

Post-Trip Activities

After the trip, children need opportunities to organize and clarify the data they've gathered. There are many activities that enable them to reconstruct, recreate and process the new learnings. These activities should include:

Writing and Language Development:
- recording answers to questions on class charts.
- describing places or things viewed on trip.
- describing the traveling process, including sequence of events, feelings on the vehicle, favorite part of the trip, etc.
- recording responses to questions on tape recorders, recording follow-up discussion on tape.
- dramatizing: skits, plays.
- writing captions for photographs taken on trip.
- putting in sequence photographs taken on trip.
- writing individual books about trips, using photographs as illustrations.

Art Media and Other Modes of Representation:

- painting
- blockbuilding
- drawing
- woodworking
- cooking
- dioramas
- models
- joint murals
- map making
- clay modeling
- puppet or doll making

Neighborhood Trips

1. Trips to local stores to make purchases; talk with salespeople who give services:

    . bakery
    . haircutting salon
    . fish store
    . supermarket
    . pet store
    . florist
    . shoemaker
    . manufacturing plants

2. Trips to community helpers

    . the firehouse
    . the police station
    . the public library
    . the post office
    . the local council person
    . construction site

3. Walk around the block

    . houses
    . apartments
    . trees
    . sidewalk
    . animals, e.g., ants, birds, dogs
    . cars
    . trucks

4. Natural Phenomenon

    a. the bay
    b. the marsh
    c. the ocean
    d. the river
    e. garden
    f. park

5. Sights from the Bus

   a. road signs
   b. bridges, tunnels
   c. lights
   d. people
   e. cars
   f. trees
   g. buildings

Suggested Trips

Animals

Bronx Zoo - Tel. 220-5100
Brooklyn Zoo - Tel. 965-6560
Prospect Park Children's Zoo - Tel. 965-6586
New York Aquarium - Tel. 266-8500
Staten Island Zoo - Tel. 442-3100
Central Park Children's Zoo - Tel. 360-8288

Gardens/Parks

New York Botanical Garden - Tel. 220-8700
Brooklyn Botanical Garden - Tel. 622-4433
Queens Botanical Garden - Tel. TU 6-3800
Clove Lake Park - Tel. 442-7640
Alley Pond Environmental Center - Tel. 229-4000
Gateway National Recreation Area - Tel. 474-0613

Museums

Brooklyn Children's Museum - Tel. 735-4400
Brooklyn Museum - Tel. 638-5000
Transit Museum - Tel. 330-3060
American Museum of Natural History - Tel. 873-4225
Metropolitan Museum of Art - Tel. 879-5500
Museum of the City of New York - Tel. 534-1672
South Street Seaport Museum - Tel. 669-9400
Flushing Meadow Park Hall of Science
Queens Museum - Tel. 592-2405
Staten Island Children's Museum - Tel. 273-2060

Performances

Brooklyn Academy of Music Tel. 636-4100
Lincoln Center for the Performing Arts - Tel. 877-1800
Marionnette Theater - Tel. 988-9093

Travel

Airport, J.F.K. - Tel. 656-4444
Bus Terminal, Port Authority - Tel. 564-9523, Ext. 200, 404
Railroad Station, Grand Central - Tel. 935-3960 (Tours)
Staten Island Ferry - Tel. 806-6940
Heliport - Tel. 973-3528

FINGER PLAYS AND SONGS IN THE KINDERGARTEN CLASSROOM*

> "'What the child imitates,' says Froebel, 'he begins to understand. Let him represent the flying of birds and he enters partially into the life of birds. Let him imitate the rapid motion of fishes in the water and his sympathy with fishes is quickened. Let him produce the activities of farmer, miller and baker, and his eyes open to the meaning of their work. In one word let him reflect in his play the varied aspects of life and his thought will begin to grapple with their significance.'"[1]

Although many years have passed since Froebel first made this statement, the wisdom of his comments rings ever true in modern times. Imitating actions is still a valuable learning experience for young children. The use of finger plays is a technique which encourages children to imitate common actions through the enjoyable experience of reciting a story and "making" a picture with their fingers.

Both finger plays and songs have diverse uses in the Kindergarten program. To encourage the teacher to incorporate finger plays and songs in the instructional program from the first day of school, a list of suggested uses for finger plays and songs has been set forth below. As the year progresses, teachers should seek to expand their starter collection of finger plays and explore further opportunities for their use in all aspects of the kindergarten experience.

Suggested Uses for Finger Plays and Songs

Motivation

The teacher may recite a finger play with children as the motivation for a lesson. For example, a teacher planning to introduce a lesson on the concept of 10 might use the following finger play as a motivation.

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[1] Pouulsson, Emilie, Finger Plays for Nursery and Kindergarten, (New York: Dover Publishers Inc., 1971), Preface.

* Grateful appreciation to the teachers of Community School District 14 for their contributions of fingerplays.

Five Merry Men

These are 5 merry little men.	(Teacher holds up right hand, 5 fingers extended upright.)
And they lived in a house so big.	(Teacher traces large rectangle in air with both hands.)
When 5 or more came,	(Teacher holds up right hand, then left hand, so that 10 fingers are extended.)
that made 10! So they all did a merry little jig, jig, jig!	(Wiggle 10 fingers.)

The teacher might then ask "How many men did a jig in our finger play? Can you show me 10 fingers? What number do you think we may be talking about today?

Ten Little Ghosts

(Start with little fingers and continue to thumbs.)

Ten little ghosts sitting in a tree
The first two said, "What's this I see?"
The second two said, "A man with a gun."
The third two said, "Let's run, let's run."
The fourth two said, "Let's hide in the shade."
The fifth two said, "Oh, we're not afraid." (gesture toward self with thumbs).
Then BANG (clap) went the gun and away they run. (hands hidden behind back).

Ten Little Firefighters

Ten little firefighters, sleeping in a row;
    (Extend both hands; fingers curled to represent sleeping firefighters.)
Ding, dong goes the bell, and down the pole they go.
    (Pull bell chord with one hand; close both fists, put one on top of the other, slide them down pole.)
Off on the engine, Oh, Oh, Oh,
Using the big hose, so, so, so.
    (Steer engine with hands: make nozzle with fist.)
When all the fire's out, home soooooo slow;
    (Steer engine with hands.)
Back to bed; all in a row.
    (Extend both hands; fingers curled.)

Regaining Attention

The attention span of a five-year-old is still quite short. This is especially true when children may need to focus on a direct instruction activity in a whole class situation. Since they may be unaccustomed to sitting for several minutes, the children may become restless and/or inattentive. A finger play is an excellent, positive technique for regaining their attention and responding to their need for movement.

Some finger plays which are commonly used for this purpose are:

Open, Shut Them

(Concepts of open, shut; body parts: lap, chin, mouth)

Open, shut them. Open, shut them.	(Alternate opening and closing fists accordingly.)
Give a little clap.	(Clap hands.)
Open, shut them. Open, shut them.	(Alternate opening, closing fists again.)
Place them in your lap.	(Fold hands in lap.)
Creep them, creep them, creep them, creep them,	(Starting at stomach, "creep" fingers of both hands upward towards chin.)
right up to your chin.	(Rest fingers on chin.)
Open wide your little mouth	(Open mouth wide.)
but do not let them in.	(Quickly hide fingers behind back.)

Two Little Eyes

Two little eyes that open and close	(Point to each eye simultaneously with index finger of each hand.)
Two little ears and one little nose	(Point to both ears, then nose.)
Two little cheeks and one little chin	(Point to both cheeks, then chin.)
Two little lips with the teeth locked in.	(Point to mouth, purse lips together tightly.)

A Little Ball

A little ball	(Make circle with index finger touching thumb)
A bigger ball	
A great big ball I see	(Make a circle with two hands.)
And when I count them	(Then make a circle with arms, fingers on both hands touching)
One, two, three.	

On My Head

On my head my hands I place,
On my shoulders, on my face,
On my hips and at my side,
Then behind me they will hide.
I will hold them up so high;
Quickly make my fingers fly;
Hold them out in front of me;
Swiftly clap - one, two, three.

Transition

Going from one activity to another, or moving from one area of the room or building to another can be difficult tasks to accomplish with young children. The use of finger plays and songs provides direction and order for such activities in a positive fashion.

Grandma's Glasses

(Author Unknown)

Here are Grandma's glasses.	(Make circles with thumbs and index fingers placed over eyes.)
And here is Grandma's hat;	(Join hands at fingertips and place at top of head.)
And here's the way she folds her hands	(Fold hands and place gently in lap.)
And puts them in her lap.	
Here are Grandpa's glasses.	(Make larger circles with thumbs and index fingers placed over eyes.)
And here is Grandpa's hat;	(Make larger pointed hat, as above.)
And here's the way he folds his arms	(Fold arms with vigor.)
And sits like that!	

Teacher may use this finger play at a time when children have just finished snack and are still involved in informal conversation. To signal the transition to the next activity, the teacher begins to recite Grandma's Glasses as children join in. When the finger play is completed, the children's attention is focused on the teacher and they are ready for direction to the next activity.

Where, Oh Where Are All the Children?
(Sung to the tune of the Paw-Paw Patch)

"Where, oh, where are Tanya and Robert?"
Where, oh, where are Gilda and Steven?
Where, oh, where are Lamar and Nancy?
Coming to meet me over here!"

"I see Susan, she is coming.
I see Lorraine, she is coming.
I see Anthony, he is coming.
Coming to hear a story now."

Children rise one by one from their tables to meet their teacher in an area of the room where they will be seated on the floor to hear a story.

A walking song can facilitate the task of children walking on a line with partners through the school building. Teacher singing directions softly, alone or with the children, maintains children's attention and cooperation and is far more desirable than saying "Stay in line," "No talking," "Stand up straight."

Walking Song

Original Song:

Let's go walking, walking, walking
Let's go walking through the hall
Everybody's walking tall now, quietly.
Everybody's walking through the hall.

Variations:

Everybody's walking to the bathroom.
Everybody's walking to the library.
Everybody's walking to the gym.

To establish quiet time at rest time:

I see a boy/girl resting oh so well.
How can I tell?
His/her feet are still
His/her hands are just the same.
And (name of child) is his/her name.

Reinforcing Concepts

Introducing concepts during the direct instruction activity will not help children to internalize such concepts if opportunities are not provided for frequent reinforcement. One excellent method of reinforcing a variety of concepts is through the pleasurable use of finger plays and songs.

Some which may be used for this purpose are:

Ten Little Kittens

(Counting forward 1-10 and backward 10-1)

One little, two little, three little kittens	(Show finger at
Four little, five little, six little kittens	each count.)
Seven little, eight little, nine little Kittens	
Ten little kittens drinking milk.	
Ten little, nine little, eight little kittens	(Decrease set of 10
Seven little, six little, five little kittens	fingers by one at
Four little, three little, two little kittens	each count.)
One little kitten drinking milk!	

The Beehive

(Counting forward 1-5)

Here is a beehive.	(Hold up one fist.)
But where are the bees?	
Hiding away where no one sees.	
Watch them and they'll come out of their hive!	
One, two, three, four, five!	(Pop one finger from fist
	at a time, as you count.)
Bzzzz! Bzzzz! Bzzzz!	(Wiggle fingers, while
	moving hand back and
	forth.)

Up to The Ceiling

Up to the ceiling,
(Raise both hands up toward the ceiling.)
Down to the floor.
(Lower both hands toward the floor.)
Left to the window,
Right to the door.
This is my right hand,
Raise it high.
This is my left hand,
Reach for the sky.
Right hand, left hand
(Raise each arm as you say each.)
Twirl them around.
(Twirl hands in circular motion in front of you.)
Left hand, right hand -
Pound, pound, pound.
(Make fists and hold one fist over the other and pound like a hammer.)

Developing Oral Language

Many children entering Kindergarten are hesitant to speak as individuals in a large group situation. This is particularly true for children whose first language is not English.

The finger play provides an opportunity for every child to join in the group recital and hand movements anonymously. As the child recites familiar finger plays on a daily basis, confidence grows along with language facility.

Some finger plays/songs commonly used for this purpose are:

If You're Happy and You Know It

If you're happy and you know it, clap your hands.
(Clap twice.)
If you're happy and you know it, clap your hands.
(Clap twice.)
If you're happy and you know it and you really want to show it,
If you're happy and you know it, clap your hands.
(Clap twice.)

II. If you're happy and you know it, tap your feet.
(Tap feet twice.)
If you're happy and you know it, tap your feet.
(Tap feet twice.)
If you're happy and you know it and you really want to show it,
If you're happy and you know it, tap your feet. (Tap feet twice.)

III. Repeat above refrain substituting: If you're happy and you know it, tap your head. (Tap head twice.)

IV. Repeat above refrain substituting: If you're happy and you know it, do all three. (Clap twice, tap feet twice, tap head twice.)

This song may be extended with additional verses to expand language. Use:

"If you're sad and you know it, wipe your eyes."
(Dry eyes, sad-faced.)
"If you're tired and you know it, go to sleep."
(Close eyes, lean head on hands placed together at side of face.)
"If you're hungry and you know it, rub your stomach."
(Rub stomach.)

If I Had a Crayon

If I had a crayon, a crayon, a crayon,	(Pretend to hold crayon.)
If I had a crayon, what would I do?	
I'd sctibble with my crayon,	(Scribble in air.)
Scribble with my crayon	
Scribble, scrabble, scribble, scrabble!	
That's what I'd do.	

- - -

If I had a big drum, a big drum, a big drum	(Pretend to hold a big drum,
If I had a big drum, what would I do?	hands spread far apart.)
I'd beat, beat, my big drum,	
Beat, beat, my big drum.	(Pretend to beat drum with
Boom! Boom! Boom! Boom!	drumstick.)
That's what I'd do.	

- - -

If I had a piano, piano, piano,	(Form rectangle shape of
	piano with both hands,
If I had a piano, what would I do?	starting at center of body
	and moving both hands away.)
I'd play my piano, play my piano	(Move fingers across "keys"
Plinkey, plunk! Plinkety, plunk!	as if playing piano.)
That's what I'd do.	

- - -

If I had nothing, nothing, nothing	(Stretch out hands, palms
If I had nothing, what would I do?	upward.)
I'm sure I'd think of something,	(Point to temple.)
something, something.	
I'm sure I'd think of something,	
Something to do.	

Developing Auditory Memory/Sequence

Certain finger plays require the child to recall events/parts in sequence. Among these are:

Five Little Pumpkins Sitting on a Gate

(Five fingers extended - one finger for each pumpkin)

"Five little pumpkins sitting on a gate,	
The first one said, "O my it's getting late."	(Wiggle thumb)
The second one said, "There are witches in the air."	(Wiggle index finger)
The third one said, "O we don't care."	(Wiggle middle finger)
The fourth one said, "Let's run, let's run."	(Wiggle fourth finger)
The fifth one said, "We're ready for some fun."	(Wiggle pinky)
Oooooo went the wind and out went the lights	
and the five little pumpkins ran out of sight.	(Wiggle five fingers in "running away" fashion, hide behind back)

Variation: 5 children sitting on 5 chairs
#1 looks at watch
#2 points to the air
#3 says "Oh, we don't care"
#4 makes a running motion
#5 rubs hands in anticipation.

At the last part, all five children run and hide behind their chairs.

Jenny or Johnny

Jenny works with one hammer, one hammer, one hammer. Jenny works with one hammer,	(Pretend to hammer with one fist.)
Then she works with two.	(Hold out 2 fists.)
Jenny works with two hammers two hammers, two hammers. Jenny works with two hammers	(Hammer with 2 fists.)
Then she works with three.	(Hold out 2 fists, one foot.)
Jenny works with three hammers three hammers, three hammers Jenny works with three hammers	(Hammer with 2 fists, one foot.)
Then she works with four.	(Hold out 2 fists, 2 feet.)
Jenny works with four hammers four hammers, four hammers Jenny works with four hammers	(Hammer with 2 fists, 2 feet.)
Then she works with five.	(Hold out 2 fists, 2 feet, head.)
Jenny works with five hammers five hammers, five hammers Jenny works with five hammers	(Hammer with 2 fists, 2 feet, head.)
Then she goes to sleep.	(Close eyes, rest head on hands placed at side of face, prayer-style.)

It is most important in using finger plays and songs with the children that the teacher relax and enjoy the activity with them. The teacher should become immersed in the activity and perform dramatically! The children will respond to the teacher's enthusiasm with their own.

Other finger plays that relate to a special holiday, season, or theme include:

Halloween

Pumpkin

Pumpkin, pumpkin, big and round,	(Make large circle with arms.)
I'm glad you grow upon the ground.	(Bend down and touch floor.)
I'm glad you don't grow in a tree.	(Point up.)
'Cause then you might fall down on me.	(Make fist and hit self on top of head.)

Halloween Witches

One little, two little, three little witches,
   (Hold up one hand; bend fingers at each count.)
Fly over haystacks
   (Fly hand in up and down motion.)
Fly over ditches
Slide down moonbeams without any hitches.
   (Glide hand downward.)
Heigh-ho! Halloween's here!

Halloween Chart

Cool night, cool night	(Rub arms with hands.)
Moon bright, moon bright	(Make circle with arms.)
Black bat, black bat	(Make wing movements.)
Witch hat, witch hat	(Make shape of hat.)
Ghosts scowl, ghosts scowl	(Make a face)
Hoot owl, hoot owl	(Flap arms.)
Sights seen, sights seen	(Circle eyes with fingers.)
Halloween, Halloween!	(Cup hands around mouth.)

Fall

Listen!

Autumn leaves are falling down.
(Flutter fingers downward.)
Orange, green and red, and brown.
(Continue to flutter fingers.)
Listen and you'll hear them say,
(Cup hands to ears.)
"Wintertime is on its way."
(Whisper these words.)
Winter's gone, but not the tree.
(Join finger tips above head.)
And on it are some buds for me.
Listen closely, and you'll hear,
(Cup hands to ears.)
"Spring is near, Spring is near!"
(Whisper these words.)

Thanksgiving

Wake up, Little Pilgrims

Wake up, little Pilgrims,
The sun's in the east.
(Children sit tall.)
Today is the day for our Thanksgiving feast.
(Fold hands.)
Come, jump out of bed.
See how tall you can stand.
(Hold up ten fingers.)
My, my! But you are a wide awake band!
(Clap hands.)
Wash your hands, wash your faces,
(Make motion of washing.)
So that you will look neat.
(Fold hands in lap.)
Then come to the table and you may eat.

Five Little Pilgrims

Five little Pilgrims on Thanksgiving Day
(Hold up one hand, fingers extended.)
The first one said "I'll have cake if I may."
(Point to thumb.)
The second one said "I'll have turkey roasted."
(Point to pointer finger.)
The third one said, "I'll have chestnuts toasted."
(Point to middle finger.)
The fourth one said "I'll have pumpkin pie."
(Point to ring finger.)
The fifth one said "Oh, cranberries I spy."
(Point to little finger.)
But before they ate any turkey or dressing,
All of the Pilgrims were thankful for their blessings.
(Fold hands together.)

Winter

The Snowman

Roll the snow (Rolling motion with hands)
Over and over,
Roll the snow
Over the ground. (Rolling motion repeated)
Pat it and shape it (Patting and shaping motion)
And pat it and shape it,
Making a snowball round.
Two balls we make for a body,
(Form a large ball with arms.)
One for the snowman's head,
(Circle head with hands,)
Top with a hat worn and shabby,
(Pat top of head.)
Tie on a scarf, winter red.
(Pretend to tie a scarf.)
Roll the snow
Over and over, (Rolling motion repeated)
Roll the snow over the ground.
Making a smiling old snowman
Is the jolliest fun
We have found.

February

Valentines

Five pretty valentines (Hold up five fingers.)
From the ten-cent store;
I sent one to Mother, (Bend down a finger.)
Now there are four.
Four pretty valentines
Pretty ones to see;
I give one to Brother, (Bend down a finger.)
Now there are three.
Three pretty valentines
Yellow, red, and blue;
I give one to Sister, (Bend down a finger.)
Now there are two.
Two pretty valentines
My, we have fun;
I give one to Daddy, (Bend down a finger.)
Now there is one.
One pretty valentines
The story is almost done;
I give it to Baby, (Bend down last finger.)
Now there are none.

March

The Wind

The wind came out to play one day.
She swept the clouds out of her way.
(Make sweeping motions with arms.)
She blew the leaves and away they flew.
(Make fluttering motions with fingers.)
The trees bent low and their branches did, too.
(Lift arms and lower them.)
The wind blew the great big ships at sea.
(Repeat sweeping motions.)
The wind blew my kite away from me.

When The March Wind Blows

When the March wind blows with a puff
(Cup hands and blow.)
And the spring time weather gets rough,
(Indicate rain with hands.)
The fat little robin braces the storm.
(Place arms in round circle.)
Ruffles his feathers and tries to keep warm.
(Shrug and shake shoulders with arms close to body.)

A Tiny Little Elf

There once was a tiny little elf	(Use thumb and index finger to show his size.)
Who was very cute and proud of himself.	
One day he decided to dance a jig	(Put hand downward and jiggle fingers.)
In spite of the fact that he isn't big.	
He put a tiny shamrock in his hat,	(Use index finger and thumb to put shamrock into hatband.)
Then made a tiny chair on which he sat.	(Hold index finger of left hand straight up. Use index finger of right hand and bend it up against left index finger to make a side view of a chair.)
On his tiny fiddle he did play,	(Extend left arm for violin. Pretend right hand has the bow and make back and forth motions.)
Sweet leprechaun music all day.	

Spring

My Garden

This is the way I plant my garden,	
Digging, digging in the ground.	(Pretend you are digging.)
The sun shines warm and bright above it.	(Make a big circle with your arms for the sun.)
Gently the rain comes falling down.	(Let your fingers flutter like falling rain.)
This is the way the small seeds open.	(Let your closed fists open slowly.)
Slowly the shoots begin to grow.	
These are my pretty garden flowers,	(Hold up all 10 fingers to show your flowers.)
Standing, standing in a row.	

Old Favorites

What Am I

A face so round	(Hands form arch around face.)
And eyes so bright	(Touch eyes.)
A nose that glows	(Touch nose.)
My what a sight	(Clap hands.)
A fiery mouth	(Touch mouth.)
With jolly grin	(Stretch mouth into grin.)
No arms, No legs	(Shake arms, touch leg.)
Just head to chin.	

Put Your Hands

Put your hands in the air,
Put your hands on your hips,
Hold them way up high, Now you bend real low.
Put your hands in the air,
Put your hands on your hips,
Now pretend to fly. Up and down you go.
Flap your wings up and down
To the left, to the right,
Like all the birds do. Twist around and 'round
Put your hands in the air,
Put your hands on your hips
Just how big are you? Like a spool you're wound.

Put your hands out in front,
Put your hands in the dough
Then you clap, clap, clap.
Make an apple pie
Put your hands out in front,
Put your hands in the dough,
Now your knees slap, slap.
Now come on and try.
Up and down, clap and slap
Roll it out, roll it out,
This is what you do, How I love to bake.
Put your hands out in front,
Put your hands in the dough,
You can do it too. Make a pie or cake.

The Little Turtle

There was a little turtle	
He lived in a box.	(Make shape of box with hands.)
He swam in a puddle	(Make swimming motion with hands.)
He climbed on the rocks.	
He snapped at a mosquito,	(Snap hands together.)
He snapped at a flea,	(Snap hands together.)
He snapped at a minnow,	(Snap hands together.)
And he snapped at me.	(Snap hands together.)
He caught the mosquito	(Make hands catch.)
He caught the flea.	(Make hands catch.)
He caught the minnow	(Make hands catch.)
But he didn't catch me.	(Shake head "no" and point to self.)

Tired and Sleepy

Tired and sleepy, the thumb went to bed.	(Fold thumb down on palm.)
The pointer so straight, fell on her head.	(Fold index finger down.)
The tall woman said she would cuddle up tight.	(Fold down middle finger.)
The ring finger curled herself out of sight.	(Fold down ring finger.)
Last of all weary and lonesome, too.	
The little one hid and she cried, "Boo Hoo!"	

Marching Soldiers

We are little soldiers,	
Standing in a row;	(Children stand.)
Marching and saluting	(Children mark time in place and salute.)
Round and round we go.	(Children march in small circles.)

We are little soldiers,	
Standing very tall;	(Children continue marking time.)
Turn about together,	
Marching one and all!	(Children turn in full circle.)

Section 3

The Interactive Teacher

The Interactive Teacher

Discussion!
Dialogue!
Discourse!

These (verbal) interactions are essential to the intellectual growth of five-year olds. Children's thought processes are clearly evident when they are engaged in verbal interactions with teachers who understand the learning process.

The interactive teacher acts as a facilitator:

. modeling appropriate language forms
. encouraging language
. asking appropriate questions
. supporting ideas
. clarifying thinking
. extending thinking
. expanding concepts
. giving positive reinforcement
. building children's positive self-concept

The interactive teacher acts as an interested listener:

. giving children ample time for verbal expression
. helping children listen to each other
. using encouraging non-verbal responses (e.g., a smile, a nod)
. inviting children to raise their own questions
. encouraging children to seek their own answers
. perceiving the children's evolving concepts

In order to use language and develop concepts, children need something to talk about. In this manual, you are presented with a program that offers genuine intellectual content. Through planned curriculum and stimulating classroom environment, a teacher can inspire children to use language and develop concepts. The quality of the interaction between teacher and child can either nurture this development or deter it.

In the dialogues presented below we illustrate how teachers can foster intellectual growth and language development.

Speaker	Language	Teacher as Facilitator
Child 1	"My blocks fell down."	
Teacher	"Why do you think that happened?"	- Asking a question to stimulate thinking
Child 1	"I don't know."	
Child 2	"Let's put them up again."	
Teacher	"How do you think you can do it so the blocks won't fall down?"	- Extending thinking - Encouraging children to seek their own answers
Teacher	(LATER) "I see you put the larger blocks on the bottom this time."	- Supporting ideas - Giving positive reinforcement
Child 1	"It didn't fall down."	- Perceiving evolving concepts
Teacher	"Putting the larger blocks on the bottom helped, didn't it?"	- Reinforcing concepts

- -

Child 1	"I saw a boat like this at my Uncle Joey's."	- provided a variety of model boats in classroom to encourage language
Teacher	"How is it like the boat you saw at your Uncle Joey's?"	- asking questions - clarifying thinking
Child 1	"It's blue and it has these white things on top."	
Child 2	"You mean sails. Those things are sails."	
Teacher	"That is what they are called. They are called sails."	- giving positive reinforcement - encouraging specific language

- -

Speaker	Language	Teacher as Facilitator
Child 3	"I went to the circus!"	- listening
Teacher	nods, smiles, looks interested	- expressing interest facially (non-verbal responses)
Child 3	"The elephant was funny! He got up on two legs and he almost walked. He kept moving his head up and down."	- listening to child's complete statement
Teacher	"When you talked about the elephant, Juan, you made a picture with your words because you described him so well. I know just what that elephant looked like. I'm glad you shared that with us."	- encouraging descriptive language by giving specific feedback - expanding concepts by defining descriptive language - building child's positive self-concept

- -

Janine	"I don't got no juice."	- listening
Teacher	"I don't have any juice either. Kevin, would you please bring some juice to Janine and me?"	- modeling appropriate language forms
Aldo	"I got me a sandwich"	- listening
Rosa	"Mine's twinkies. I don't like no sandwich."	- listening
Teacher	"I have a sandwich. I don't like sweet foods for snacks. I like crackers though."	- modeling appropriate language forms

- -

Andrea Pack,[1] interested in the children's awareness of the intensity of daylight because of the snow's reflective properties, reports the following discussion:

Speaker	Language	Teacher as Facilitator
Teacher	"How did your eyes feel in all that brightness?"	- asking a question that elicits many possible answers
G.	"Cold"	
E.	"Hot"	
L.	"Sunny! My eyes felt sunny...it got in my eyes. I couldn't see. The sun was in my eyes."	
E.	"It burned -- because I couldn't look up. The sun was in my eyes."	
R.	"I felt happy because it looked sunny."	- allowing time for diverse responses
E.	"I'm thinking about food to eat."	
Teacher	"Food to eat...hmm."	- supporting ideas - perceiving children evolving concepts - encouraging children to seek their own answers
P.	"I know...sunny over eggs.	- listening
K.	"The eggs are sunny...looks like the sun."	
Teacher	"What color is an egg?"	
G.	"White...no, yellow."	- using encouraging non-verbal responses
E.	"Yellow and white."	
L.	"Only white if the shell is on."	- listening
E.	"Without the shell, yellow and white."	- giving children time for verbal expression
G.	"White and yellow...outside is white and inside is yellow."	

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[1] Pack, Andrea L., "From the Known to the Unknown; Imagery and Metaphor in Child Language" Unpublished paper, New York University, 1978.

Speaker	Language	Teacher as Facilitator
Teacher	"What part of the egg looks like the sun?"	- supporting ideas - clarifying thinking
E.	"The round part."	
En.	"The yolk."	

There are surprisingly few examples of children's questions in the research into children's language. Where the teacher observes that children in the class seldom ask questions, activities such as the following may encourage the growth of this important language form:

A mock TV panel show. One child pretends to be someone famous, E.T. here, and the children may ask questions to find out what they would like to know about the character:

Speaker	Language	Teacher as Facilitator
Child 1	"Do you go to school?"	
"E.T."	"No."	- inviting children to ask questions. (Where needed, teacher models appropriate language forms.)
Child 2	"Are you cold?"	
"E.T."	"Yes. I wear a blanket sometimes."	

In a Direct Instruction Activity:

Speaker	Language	Teacher as Facilitator
Teacher	(Shows picture of a square.) "Let's talk about this shape. What does it look like?"	- asking questions
Child 1	"It has a line."	

Speaker	Language	Teacher as Facilitator
Child 2	"It has four lines."	
Teacher	"What can you tell about the lines?"	- clarifying thinking
Child 3	"They look the same."	
Teacher	"Sara, say a little more about that. How are the lines the same?"	- giving positive reinforcement - clarifying thinking
Child 3	"They're all straight."	
Teacher	"Yes. They are all straight." (Shows picture of another square.)	
Teacher	"How is this the same as that?" (points to first picture used)	- expanding concepts
Child 2	"That has four lines, too."	
Teacher	"How else are these two shapes the same?"	- clarifying thinking
Child 4	"The lines are straight, too."	
Teacher	"Is there anything else you can say about them."	- expanding concepts

Speaker	Language	Teacher as Facilitator
Child 5	"They just look the same."	
Teacher	"Yes, they do. Let's look at this picture?" (shows picture of rectangle). "Is this the same as our first shape?"	- positive reinforcement - expanding concept
Child 1	"That's not the same. It's different."	
Teacher	"How is it different?"	- clarifying thinking
Child 1	"It's longer."	
Child 6	"It's bigger."	
Teacher	"What makes it look longer?"	- clarifying thinking - models correct language form
Child 3	"Some of the lines are bigger."	
Child 4	"You mean longer."	
Teacher	"How many lines are longer?"	- clarifying thinking - models correct language form
Child 8	"Two are long and two are little."	
Child 4	"You mean short."	

These dialogues are included to illustrate some examples of the actions of the interactive teacher as facilitator and the interactive teacher as interested listener. Undoubtedly, exemplary models will be heard each day in the classroom of the alert All-Day Kindergarten teacher.

Section 4
Developing Themes of Study

Developing Themes of Study

Integrating the Curriculum

Introduction

Kindergarten children come to school with understandings and concepts about their environment--home, family, school and community. The curriculum the teacher develops must have relevance to the children in terms of their total life experiences. Children have a natural commitment to those tasks which relate to their immediate environment.

Through planned experiences which comprise the curriculum, children develop and extend understandings, concepts, skills and attitudes. The curriculum content must be conceptually understandable to the five year old child. A study of transportation, which includes the workings of a diesel engine, would be inappropriate because of Kindergarten children's maturational levels. However, a study about things that move on wheels would be suitable for a Kindergarten child's interest and age.

The thematic approach to curriculum development provides for the integration of content areas and skills. Learning is not an isolated process. When children are engaged in sorting and classifying geometric shapes, they are not only applying mathematical skills, but are acquiring new vocabulary as well. In the integrated curriculum, content area activities are developed and interwoven around a particular interest or theme, such as "Getting Acquainted with School and Each Other." The flow chart for each theme illustrates the integration of the content areas within the theme and the skills and activities that are correlated with each other.

As the activities are carried out, the teacher extends the children's knowledge and fosters the development of skills and attitudes. The teacher engages in ongoing assessment of the learning process and learning environment to determine instructional needs and strengths. The possibilities for deepening, expanding or limiting the study are explored. Additional activities should be noted on the flow chart for each theme.

The integrated curriculum is composed of organized, sequentially developed experiences which promote the children's intellectual competencies and expand their understanding of the world.

Choosing a Theme of Study

The following criteria should be taken into consideration in choosing a theme:

- It is relevant to the interests and needs of the children.
- It is age and/or developmentally appropriate.
- It will foster the development of skills.
- It is valid in that the learned concepts, skills and attitudes may be applied to real life.

- It is feasible to integrate the content areas.
- It can be studied more deeply by reference to a variety of books, materials and other resources.
- It emphasizes people and significant aspects of their environment and points up the interdependence of people.
- It is as exciting and interesting to the teacher as it is to the children.

Motivational Techniques

After a theme topic has been selected, one or a combination of approaches could be used to motivate children.

- Take a trip through the school, the neighborhood, and/or the wider community.
- Display books, pictures, or objects related to the theme.
- Show a film or filmstrip.
- Read aloud informational material, stories and poems which generate curiosity and interest.
- Stimulate a discussion on the questions and ideas the children have raised.
- Record the knowledge children already have in relation to the theme. Help them formulate what it is they wish to find out.

The duration of each theme depends on its interest for the children, appropriateness to the season, relevance to a current event and the depth of the topic. Some of the learning experiences, such as Snack Time, are on-going; making an "All About Me" book may take a few days.

The sample themes presented in this manual are intended to illustrate a specific plan for theme development. Six suggested themes have been developed. Each theme has been divided into Learning Experiences. These experiences are illustrative of the many others that should be developed by the teacher. Each experience is organized to include Concepts, Objectives, Procedures, Related Content Areas/Skills, Materials, and Vocabulary. The Suggested Teacher Questions are designed to stimulate a wide range of responses from children. The Suggested Direct Instruction Activity is an instructional plan for the teaching of specific skills in one content area. The Assessment section contains questions which will help the teacher evaluate pupil progress. The Language Emphasis for the English as a Second Language Student section will assist the teacher in providing direct instruction to children with limited English proficiency.

At the conclusion of this section is a list of suggested themes for the school year. This list is a guide and should not limit the creativity and inventiveness of the teacher in developing rich and varied themes for children.

Language Emphasis for the English As A Second Language Student

In New York City, bilingual education programs are designed according to the requirements set forth by the Consent Decree and the Lau Plan. They include the following components:

- intensive instruction in English as a second language;
- major subject areas instruction in the native language; and
- native language arts instruction.

This approach to bilingual education enables children to become proficient in English while developing skills in the content areas and maintaining the native language. The English as a second language program is an integral part of every bilingual education program. The discussion following will focus on the English language component of the All-Day Kindergarten.

Through an articulated program of English as a second language instruction, the student is afforded the opportunity to learn English in a systematic manner. The importance of oral skills as the basis for developing overall competence in English is stressed. It is true that young children have a greater facility in learning a language than adults; however, it is necessary that the teacher of limited English-proficient (LEP) students structure the language presentation to facilitate the student's total development through an investigative approach to learning.

Kindergarten children are interested in their immediate environment and will learn best through planned activities that relate to their age level and to their prior experiences. The LEP students bring to the learning task individual cultural traditions and linguistic skills which will greatly influence the way they learn. The classroom teacher has to be sensitive to these factors and be able to identify strategies to assess and meet the needs of LEP children.

The English language emphasis section in this guide should serve as the source of minimum language structures that LEP children are to acquire in order to participate in the basic Kindergarten instructional program as outlined for each theme in this manual. The vocabulary and language structures selected have been derived directly from the individual themes identified for All-Day Kindergarten classes. Although this handbook does not identify a specific method for providing English as a second language instruction, it does recommend that the activities take place in a real situational setting in order to enhance the meaningfulness of the language being presented. Therefore, a functional approach should be used to present the language emphasis activities.

The teacher should facilitate the learning of the second language by having students act out and handle realia when practicing patterns; the use of visuals is also a great asset in the ESL classroom. In addition, songs and games that are familiar to the children should be adapted to reinforce these patterns.

Each language emphasis section has the following parts:

- Following Directions
- Receptive Language
- Productive Language

Following Directions refers to the instructions the children must understand in order to participate in the activity. They are an integral component of receptive language. Receptive refers to the language the teacher must use and the child must understand in order to engage in the activity. It is important to keep this language direct, clear, simple and consistent. Productive refers to the language the children will be expected to use when participating in the learning activities. Children will develop fluency as language is sequentially presented in the instructional activities. The language patterns introduced will be repeated in many different lessons, thus providing for ongoing spiraling reinforcement.

Getting Acquainted with Each Other and School

RATIONALE

Getting Acquainted with Each Other and School is an appropriate beginning theme for children entering school for the first time and for those with preschool experience. This theme will acquaint the children with their new environment and help them understand that school can be a safe, happy place in which to learn, work, play, and live for a part of the day. In adapting to a group other than the family, the children will realize that other people are important and necessary for their well-being and happiness, and that each has contributions to make to the working life of the group.

The five-year-old's interest in the school is keen. Motivation for this theme is easily stimulated, allowing the teacher to capitalize on the children's spontaneous interest and curiosity.

Getting Acquainted with Each Other and School provides many opportunities for the children to interact with and explore their new environment--people, play equipment, materials, books and pictures. Children are given the opportunity to raise questions which may become the basis for dramatization, creative expression and the language activities of conversation and discussion. Within the framework of the theme development there are opportunities for the children to participate in planning, making choices, and decision-making.

Getting Acquainted with Each Other and School

COMMUNICATION ARTS

SPEAKING
- . Language Games
- . Children's Dictation
- . Discussion
- . Sharing
- . Dramatic Play

BEGINNING WRITING
- . Manipulating Materials
- . Tracing
- . Drawing
- . Coloring
- . Painting
- . Pegboards
- . Cutting
- . Puzzles
- . Writing Names

BEGINNING READING
- . Experience Charts
- . Labeling
- . Name Recognition
- . Left-to-Right Progression
- . Management Charts
- . Sequencing
- . Library
- . Sorting
- . Classifying
- . Discussion
- . Children's Dictation
- . Visual Discrimination

LISTENING
- . Story Time/Literature
- . Listening Center
- . Discussion
- . Auditory Discrimination

HEALTH AND PHYSICAL EDUCATION

NUTRITION
- . Snack Time
- . Meal Time
- . Nutritious Foods

INDOOR PLAY
- . Circle Games
- . Exercises
- . Movement

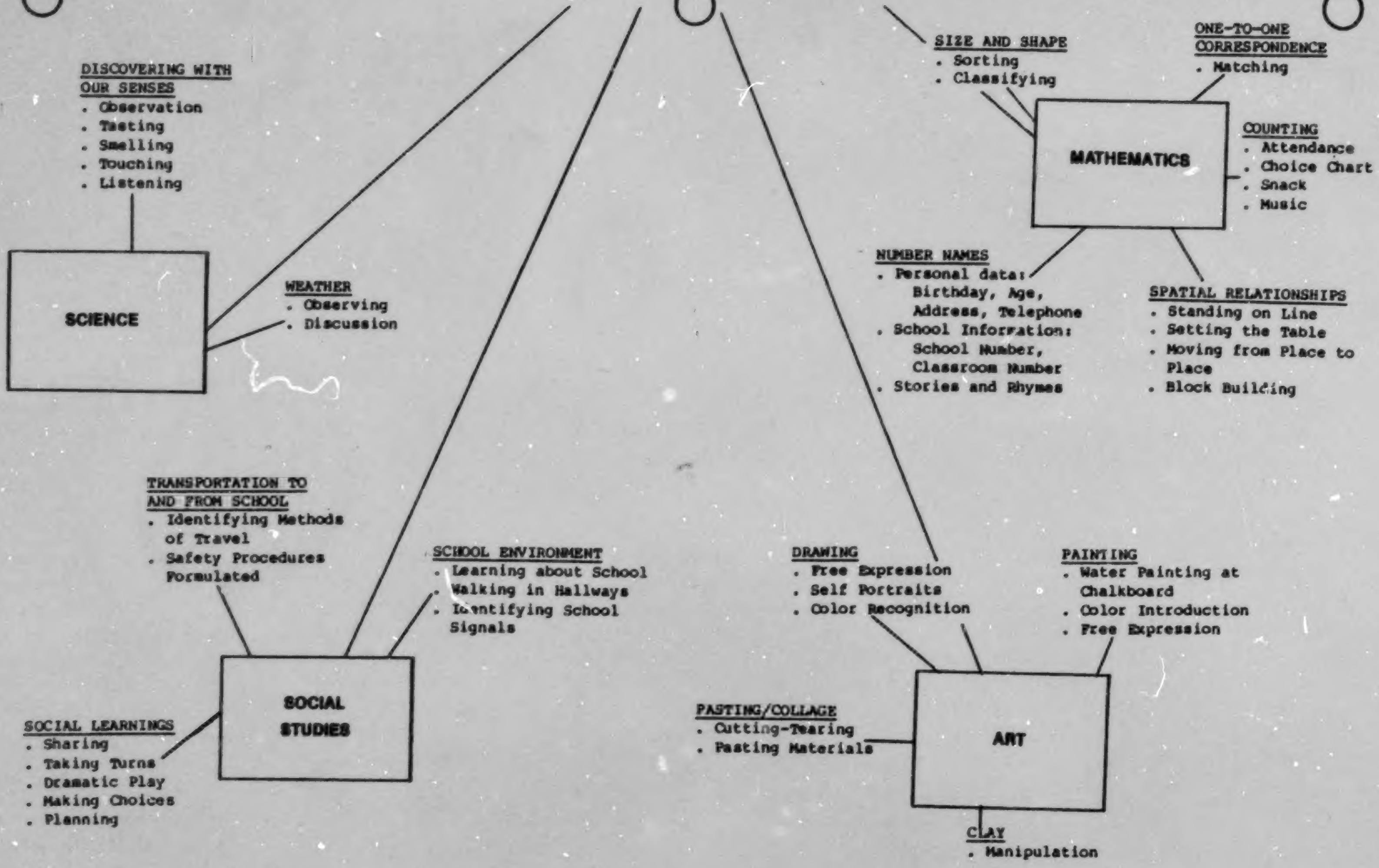
OUTDOOR PLAY
- . Teacher Directed Play
- . Running
- . Climbing

MUSIC

MUSIC APPRECIATION
- . Listening to Music
- . Drawing to Music

SINGING
- . Finger Plays
- . Welcome Songs
- . Circle Games

RHYTHMIC ACTIVITIES
- . Instruments
- . Dancing
- . Movement



SCIENCE

DISCOVERING WITH OUR SENSES
- Observation
- Tasting
- Smelling
- Touching
- Listening

WEATHER
- Observing
- Discussion

SOCIAL STUDIES

TRANSPORTATION TO AND FROM SCHOOL
- Identifying Methods of Travel
- Safety Procedures Formulated

SCHOOL ENVIRONMENT
- Learning about School
- Walking in Hallways
- Identifying School Signals

SOCIAL LEARNINGS
- Sharing
- Taking Turns
- Dramatic Play
- Making Choices
- Planning

MATHEMATICS

SIZE AND SHAPE
- Sorting
- Classifying

ONE-TO-ONE CORRESPONDENCE
- Matching

COUNTING
- Attendance
- Choice Chart
- Snack
- Music

NUMBER NAMES
- Personal data: Birthday, Age, Address, Telephone
- School Information: School Number, Classroom Number
- Stories and Rhymes

SPATIAL RELATIONSHIPS
- Standing on Line
- Setting the Table
- Moving from Place to Place
- Block Building

ART

DRAWING
- Free Expression
- Self Portraits
- Color Recognition

PAINTING
- Water Painting at Chalkboard
- Color Introduction
- Free Expression

PASTING/COLLAGE
- Cutting-Tearing
- Pasting Materials

CLAY
- Manipulation

BEST COPY AVAILABLE

THEME

Getting Acquainted with
Each Other and School

LEARNING EXPERIENCE

Snack Time (On-Going Activity)

CONTENT AREA

Health and Physical
Education/Nutrition

CONCEPTS

- Hygiene practices precede eating.
- Good foods are essential to good health.
- Social skills enhance the eating experience.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS
	Teacher	Children		
The children will: . develop and practice good hygiene, e.g., washing and drying hands before handling foods; cleaning snack area. . develop and practice good nutritional habits, e.g., selecting nutritious foods for snack. . practice social skills, e.g., taking turns; saying "please" and "thank you."	. provides materials. . establishes routines: washing hands; preparation of attractive area; serving; sharing; counting materials. . matches one setting to each child; models taking turns. . identifies foods and materials by name. . Promotes a pleasant atmosphere, e.g., models courteous behavior. . discusses nutritious snacks with children. . makes charts of nutritious snacks with children. . reads chart with children. . Assists children to make individual food books. . labels foods and materials. . makes charts.	. wash and dry hands. . participate in routines. . name foods and materials. . read labels. . participate in discussions. . contribute to snack chart. . read chart with teacher. . make individual food books.	Communication Arts: - new vocabulary - visual discrimination - discussion - reading Creative Arts: - aesthetic development Health and Physical Education: - eye-hand coordination - safety consciousness - nutrition awareness Mathematics: - one to one correspondence - *counting - *graphing - classifying Science: - observing properties and attributes - predicting Social Studies: - taking turns - following rules - respecting individual tastes and differences	soap water paper plates cups napkins straws pitcher trays foods **VOCABULARY** pour drink eat wash chew please Thank you swallow pitcher healthy tray food names share

SUGGESTED TEACHER QUESTIONS

FOR ENTIRE ACTIVITY

1. How many cups do you need for your table?
2. What are we eating/drinking?
3. Why do we wash our hands before we eat?
4. What else do we do before we eat?
5. Why do we have snack time?
6. What do you like for a snack?
7. Can you think of another way to have snack time?
8. How can we make snack time more enjoyable?

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Are children using accurate words to label foods and materials?
- Do children express orally an appreciation of aesthetic qualities of snack time?
- Do children match, one to one, materials to persons?
- Are children able to count objects accurately?
- Can children distinguish one food from another?
- Do children exhibit courteous behavior?

*SUGGESTED DIRECT INSTRUCTION ACTIVITY

Aim:

To develop counting skills through graphing.

Motivation:

Discussion of food preferences during snack time.

Materials:

chart paper; colored squares representing different snack foods, pictures of foods

Procedure:

- Group decides on five most popular foods.
- Teacher prepares graph chart with food pictures.
- Children are grouped by their snack preference.
- Children receive colored squares representing food choices.
- Children attach their squares in the appropriate column on the chart.
- Teacher elicits counting through appropriate questions, e.g.: "On our graph, how many children like fruit for a snack?"

Follow-up:

- Review of favorite snack graph on succeeding days.
- Graphing of children's other favorites, e.g., toys.

LANGUAGE EMPHASIS FOR THE E.S.L. STUDENT

Following Directions:

- Stand up if you like (name of fruit).
- All those with a (name of color) square, sit here.
- Put your square on the chart.

Receptive:

Food names   color names   counting

- Who likes to eat (name of fruit)?
- Who else likes (name of fruit)?
- What do you like to eat?
- What does he/she like to eat?
- Do you like to eat (name of fruit)?
- Does she/he like to eat (name of fruit)?
- How many people like to eat (name of fruit)?

Productive:

- I like to eat (name of fruit).
- He/she likes to eat (name of fruit).
- Yes, I do. She/he does.
- No, I don't. She/he doesn't.

THEME
Getting Acquainted with
Each Other and School

LEARNING EXPERIENCE

Using a Choice Chart

CONTENT AREA
Mathematics

CONCEPTS

- Choice charts enable us to make independent choices.
- Objects can be matched in a one to one correspondence.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS
	Teacher	Children		
The children will: . count. . make one to one correspondence of sets. . develop language related to numbers. . use counting in daily activities. . use a number to name a group. . make independent choices.	. makes a choice chart indicating learning centers, e.g., block corner, housekeeping center, art area. . provides materials for name cards. . assists children in making name cards. . identifies the centers shown on the choice chart. . leads a discussion on why the number of children in each center is limited. . shows how to match name cards and spaces in centers by one to one correspondence. . establishes the routine of making a selection on the chart.	. make name cards using a picture or their printed name for identification. . participate in discussion. . count to find the total number in a group. . match name cards to spaces in learning centers. . participate in routines. . make choices from chart.	Communication Arts: - new vocabulary - discussion - listening - word recognition (names, centers) - auditory discrimination Creative Arts: - drawing symbols Health and Physical Education: - moving safely - spatial relationships - eye-hand coordination Mathematics: - counting - one-to-one - sets Social Studies: - working in groups - sharing - respecting rights of others - taking turns	choice chart (appendix) chart paper pictures of interest areas oaktag strips crayons markers scissors **VOCABULARY** choice chart center housekeeping area block center game puzzle library art water sand count group number

SUGGESTED TEACHER QUESTIONS

FOR ENTIRE ACTIVITY

1. What are the names of the different centers on our chart?
2. How many children can work in the housekeeping center at one time? block center?
3. Why do we need to put our names in the slots on the chart?
5. How do you choose what center you would like to go to?
6. Can you think of another way we can form groups to work and play?
7. What things can we count in our classroom?

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Are children using number names when they speak?
- Can children count the number in a group?
- Are children making center area choices based on number?
- Do children count other groups of objects in their play?
- Do children make independent choices?
- Can children recognize personal name cards?

*SUGGESTED DIRECT INSTRUCTION ACTIVITY

Aim:
To develop visual and auditory recognition of names of children in the class.

Motivation:
The teacher says, "Let's take attendance by singing today. We can practice our singing and see who is here. Listen while I sing my name." The teacher demonstrates by singing own first and last name in a simple tune.

Materials:
individual name cards

Procedure:

- The teacher holds up the first name card.
- The teacher sings the first name of the child, such as: "Kevin, Kevin, sing us your name".
- Then the child responds: "Kevin Moore, that is my name".
- The teacher helps children who have difficulty with their own names.
- Continue with the rest of the name cards in a similar manner.
- When a child's name is sung and the child is not present, the class can respond: "Absent, absent, absent today.

Follow-Up:

- Routine of taking attendance is continued in this manner.
- Children choose their own name cards for identification of art work or for copying their names.
- Use child attendance chart.

LANGUAGE EMPHASIS FOR THE E.S.L. STUDENT

Following Directions:

- Listen.
- Look.
- Sing your name.

Receptive:

- (Child's name), sing us your name.

Productive:

- (Child's name), that is my name.
- Absent, absent, absent today.

THEME
Getting Acquainted with
Each Other and School

LEARNING EXPERIENCE

Making a Book: "All About Me"

CONTENT AREA
Communication Arts

CONCEPTS

- A book is a collection of pages fastened together.
- We can make books.
- We can make books about things we know and like.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS
	Teacher	Children		
The children will: • learn to identify a book. • learn a way to make a book personal. • express knowledge of personal attributes and preferences.	• reads a book about a child to the class. • encourages discussion relating child in story to themselves. • suggests each child draw a picture of self for "All About Me" book. • introduces pages of appropriate pictures of children, toys, etc. • demonstrates how to cut out pictures, arrange on page, and paste. • staples completed pages together with prepared covers: "All About Me." • helps each child write name on cover. • instructs children to choose pictures to represent personal choices. • teaches song: "I Really Do Know About Me." (Appendix)	• listen to story. • participate in discussion of likenesses and differences. • draw pictures of themselves. • practice naming familiar categories. • listen to directions. • practice following directions, sharing, cutting, pasting. • write part or all of their own name or watch teacher write name. • verbalize own experience to another child and to a group. • sing and engage in rhythms.	Communication Arts: - listening - visual discrimination - discussion - writing Health and Physical Education: - eye-hand coordination - fine motor skills Creative Arts: - drawing - collage Music: - singing - rhythmic movements Mathematics: - sorting - classifying - one-to-one correspondence - counting Science: - observing Social Studies: - respecting individual attributes and preferences - sharing experiences and materials - enhancing self-image	storybook pictures from magazines, catalogs scissors construction paper **VOCABULARY** book pictures page choose cut paste arrange collage blunt pointed alike different scissors hold

SUGGESTED TEACHER QUESTIONS

FOR ENTIRE ACTIVITY

1. What did we find out about the child in this book?
2. What are your favorite toys, colors, foods, TV shows, etc.?
3. What pictures do you want to put in a book that's all about you?
4. How many pictures did you put in your book? Can you count them?
5. How many pages did you use for your book? Can you count them?
6. What did we do to make our books? first? next?
7. What did we find out about (child's name) from his/her book?

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Do children choose appropriate pictures to represent themselves?
- Do children cut and paste with reasonable proficiency and neatness considering their prior skills?
- Do children make reasonably well-spaced arrangements on the page?
- Do the children's sharings communicate learned vocabulary and an understanding of the activity?

*SUGGESTED DIRECT INSTRUCTION ACTIVITY

Aim:
To develop fine motor skills.

Motivation:
To make a piece of personal art for book: "All About Me."

Materials:
9 X 12 sheets of construction paper, scissors for each child in group, paste

Procedure:
- Each child receives paper and scissors.
- Teacher helps children to hold scissors; to place fingers in handles; to get started cutting.
- Throughout activity, teacher questions and elicits children's responses about: experience and associations with scissors; using scissors safely.
- Children paste their cut pieces of paper onto one sheet, forming a collage, and enter into book, "All About Me."

Follow-Up:
- Daily practice cutting paper: large simple shapes, then pictures.
- Children cut out pictures for a group book or collage, "All About Us."

LANGUAGE EMPHASIS FOR THE E.S.L. STUDENT

Following Directions:

Cut. Paste. Take. Make. Show.

Receptive:

Paper	picture	paste
pieces	scissors	book

- What are you doing?
- Are you ____ (cutting, pasting, etc?)

Productive:

- I am _____ (cutting, pasting).
- I am _____ (making a picture, a book).
- We are ______ (making a picture, a book).
- This is my ______ (book, picture).
- Are you _____ (cutting, pasting, making a picture, making a book)?

THEME
Getting Acquainted with
Each Other and School

LEARNING EXPERIENCE

Using a Name Chart

CONTENT AREA
Social Studies

CONCEPTS

- Each person is special.
- Naming traditions vary around the world.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS	VOCABULARY
	Teacher	Children			
The children will: • learn their full names. • develop appreciation for cultural differences. • discover that people have more than one name. • discover that family names are important in identifying people. • develop a positive self image.	• introduces chart to group and sings, "Name Song" (Appendix). • reads parent's letters aloud, discusses meaning and prints full name on chart for each child. • asks children to play "Name Song" again, this time trying to say one's full name. • discusses parent letter with children. • sends letters (Appendix) home and makes sure they are all returned. • prepares "Name Chart" (appendix). • uses dictionaries, baby namebooks, encyclopedia or foreign language speaker, to research each child's name, e.g., Pedro, Peter = rock in Greek.	• take letters home and discuss names with parents. • sit in group and respond to song by saying their names. • listen while teacher reads each letter. • respond by answering with full name.	Communication Arts: - new vocabulary - etymology - listening - visual discrimination - auditory discrimination - discussion Mathematics: - counting -*classifying - comparison Music: - singing Science: - observing Social Studies: - respecting each others' differences - group identification - positive self-image	rexographed letter to parents name chart	given name middle name family name nick-name full name Name Chart column

SUGGESTED TEACHER QUESTIONS

FOR ENTIRE ACTIVITY

1. What is your full name?
2. Do you have a nickname? What is it?
3. Why do you think your nickname is __________?
4. Were you named after anyone in your family? Who?
5. What do you suppose your name means?
6. What would you like us to call you?

ASSESSMENT

Teacher determines learning outcomes through observation and recordings

- Do the children know their full names?
- Are the children aware of their names?
- Are the children using names to address other children?
- Are the children respectful of "foreign" and/or uncommon names?

*SUGGESTED DIRECT INSTRUCTION ACTIVITY

Aim:
To be able to classify names according to number of letters. To develop visual discrimination. To learn their names.

Motivation:
Read a story such as "Tiki Tiki Tembo," Rumplestiltskin or any story about a character with a very long name.

Materials:
nine large manila envelopes labeled with numerals and circles from 1 - 9, activity board (appendix), markers, oaktag, photograph of each child, "Name Song" see appendix.

Procedure:

- Teacher staples photograph onto oaktag strip and prints child's first name.
- Sings "Name Song" with children and introduces Activity Board.
- Distributes name strips using various techniques: ex., "Whose name is this?" "Whose picture is this?" "Look for your name." "Is this your name?" etc.
- Helps children read the numerals on the envelopes.
- Helps children count numerals in their names and place in the corresponding envelope.
- Helps children count name strips in each envelope.

Follow-Up:

- Make a graph based on activity board.

LANGUAGE EMPHASIS FOR THE E.S.L. STUDENT

Following Directions:

- Look for your name.
- Put your name under the number strip.
- Count the numbers.
- Count the letters in your name.
- Put it in the pocket.
- Take it out of the pocket.

Receptive:

picture
name
pocket
board
letters
counting 1-10

- What is your name?
- Is this your name?
- How many letters do you have in your name?
- Do you have (number) letters in your name?
- Does (name of pupil) have (number) letters in his/her name?

Productive:

- That is _____ (my, your) name.
- I have (number) letters in my name.
- (Name of pupil) has (number) letters in his/her name.

* Have a number strip for the child to compare with the name strip. The spacing of the numbers on the strip is the same as the letters in the name. The child places name strip above the numbers and counts.

THEME

Getting Acquainted with
Each Other and School

LEARNING EXPERIENCE

Listening Game

CONTENT AREA

Science

CONCEPTS

- There are many different sounds around us.
- We hear with our ears.
- We hear sounds; we cannot see sounds.
- We can often tell what makes a sound without actually seeing the item.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS	VOCABULARY
	Teacher	Children			
The children will: . identify and distinguish sounds of objects in the classroom. . identify various items by sound only.	. provides materials. . establishes routines, e.g., taking turns. . demonstrates sounds of objects. . matches labels to items. . reads labels with children . identifies five items and shows how each one makes a specific sound, e.g., turning dial on toy telephone to make it ring. . asks children to close their eyes. . selects one child to make a sound with one of the objects. . calls upon children to identify the source of the sound. . puts objects on "sounds" interest center table.	. sit in circle. . name the four items chosen for demonstration: toy telephone, timer, bell, drum. . read labels with teacher . close eyes and listen to sounds. . makes sounds with objects. . identify objects by their sounds. . explore objects in sounds interest center	Communication Arts: - new vocabulary -*classifying - labeling - auditory discrimination - visual discrimination Creative Arts: - aesthetic development Health and Physical Education: - safety consciousness Mathematics: - one-to-one correspondence - counting - classifying - concept of five Science: - distinguishing sounds - exploring objects and sounds they make Social Studies: - taking turns - following directions	labels for items toy telephone minute timer toy car tape recorder bell drum	drum bell minute timer toy telephone car ring tick voices listen hear sounds soft loud ears circle

SUGGESTED TEACHER QUESTIONS

FOR ENTIRE ACTIVITY

1. What are the names of the things that I placed on the floor?
2. How many things are on the floor?
3. Can we make sounds with the items on the floor? How?
4. Do we see sounds?
5. What other things can we use in our sound game?
6. What part of our body do we use to hear sounds?
7. Listen. What sounds can we hear in our classroom and in the school building?

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Are the children using accurate words to identify objects in the classroom?
- Can they recognize the various objects by the sound?
- Can the children match the label to the object?
- Do the children exhibit courteous behavior while they take turns?
- Do the children follow directions?

SUGGESTED DIRECT INSTRUCTION ACTIVITY

Aim:
To visually identify objects that make sounds.

Motivation:
Brief discussion of listening game and review of items on table in sounds interest center.

Materials:
construction paper, scissors, magazines, catalogs, envelope for children to file their pictures, paste, crayons

Procedure:

- Teacher gives children the opportunity to select a catalog or magazine from which they cut pictures of things that make sounds.
- Teacher demonstrates how to fold the piece of construction paper in half.
- The children cut their pictures and place them in their envelopes.
- The teacher demonstrates how to use the paste.
- The children are encouraged to decorate the cover using crayons or one of the pictures.
- Children paste their pictures on the remaining pages.
- The teacher assists the children in printing their name on the cover.

Follow-Up:

- Teacher tapes children's voices.
- Children choose additional items for the Sound Table.
- Teacher and children tour the school building to hear other sounds.

LANGUAGE EMPHASIS FOR THE E.S.L. STUDENT

Following Directions:

- Make a circle.
- Listen!
- Do you hear?
- Close you eyes.
- Make a sound.

Receptive:

bell car drum telephone

- Is it (name of person)?
- Is it a (bell, car, etc.)?
- Who is it?
- What is it?

Productive:

- It's (name of person).
- Yes, it is (name of person or object).
- No, it isn't (name of person or object).
- Yes/No.
- It is (name of person or object).
- It's a (bell, car, etc.).
- I think it is (name of person or object).

THEME

Getting Acquainted with
Each Other and School

LEARNING EXPERIENCE

Depicting Our School

CONTENT AREA

Art

CONCEPTS

- Things that we see can be recreated through art and construction.
- The work of the individual is respected in the creative process.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS
	Teacher	Children		
The children will: • recall experiences and express them through various media. • clarify understandings about the school through the creative process. • recognize and identify colors. • develop gross and fine motor skills. • develop positive feelings about their performance.	• takes the children for a walk around the school building. • identifies specifics about the school building. • initiates classroom discussion of things they have seen on trip; how they might be depicted. • initiates a discussion of the various media available; e.g., blocks, crayons, paint, markers. • provides media and encourages its use. • discusses colors and their color names. • supervises small groups at work. • displays childrens' work. • asks children to describe what they have made.	• observe on school trip. • listen to and participate in discussions. • choose the medium they wish to use. • explore and experiment with materials. • work independently or in groups. • identify colors and color names. • depict the school. • tell about their work.	Communication Arts: - direct observation of school building - discussion - vocabulary development - use of drawings, paintings, and to express ideas -*visual discrimination Creative Arts: - manipulative skill - personal expression - aesthetic sensitivity Health and Physical Education: - large motor control - eye-hand coordination Mathematics: - spatial relationships Science: - exploring - observing Social Studies: - working together - getting acquainted	paint brushes newsprint crayons colored paper markers blocks scissors clay paste chalk collage box **VOCABULARY** building picture color draw stroke paint brush easel blue red yellow green orange

SUGGESTED TEACHER QUESTIONS

FOR ENTIRE ACTIVITY

1. What did we see on our walk?
2. What are you using to make our school?
3. How can you use the whole page?
4. What else will you put in your picture?
5. What color do you think would be good for the ___?
6. What other colors did you use?
7. What can you tell me about your picture? painting? block building?
8. What are some other ways we can tell about our school?

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Does children's work indicate many details?
- Do children work independently?
- Can children control their motions?
- Is there use of many colors?
- Do children work carefully?
- Do children finish their work?
- Are children imaginative?
- Can children name the colors?
- Do children participate in discussions?

*SUGGESTED DIRECT INSTRUCTION ACTIVITY

Aim:
To distinguish words in a sentence.

Motivation:
When a child has finished a painting or drawing the teacher might say, "Would you like to talk to me about your picture? What would you like me to write at the bottom?"

Materials:
children's paintings and drawings, markers, oaktag

Procedure:

- The teacher writes at the bottom of the paper or on an oaktag strip what the child dictates.
- Makes two copies of the child's dictated sentence on oaktag strips.
- Cuts one strip into individual word cards.
- Mixes up the word cards.
- Has the child take the individual word cards and match them to the words on the sentence strip.
- Asks specific questions, e.g., "Which word says 'school'? Which is the first word of the sentence? The last?"
- Ask the child to try to write under the teacher's writing.

Follow-Up:

- Matching words to sentences on an experience chart.
- Matching words to labels around the room.

LANGUAGE EMPHASIS FOR THE E.S.L. STUDENT

Following Directions:

- Let's take a walk.
- Go to the door.
- Turn ____ (left, right).
- Walk.
- Go up the stairs.
- Go down the stairs.
- Make a picture about your school.

Receptive:

classroom
yard
bathroom
library
cafeteria
principal's office

- What is this?
- Where do you want to go?
- Where did we go?

Productive:

- This is the ________ (school, classroom, etc.).
- I want to go to the (name of room).
- We want to the (name of room).

E.S.L. EXTENDED LESSON

Aim:
To develop children's ability to distinguish voices.

Motivation:
Teacher says "Let's make a circle." Has children identify and say the name of every pupil in the class.

Materials:
mask

Procedure:
. Group forms circle.
. One child sits in the center with mask.
. Teacher selects child from circle to say in a natural voice to the masked child: "Hello Jane" (masked child's name).
. Group chants:

Jane, Jane, use your ears.
Tell us, tell us who you hear.
Who is it?

. Masked child responds: I think it is _______. Is it _____ ?
. Group responds: Yes it is. No it isn't.

E.S.L. EXTENDED LESSON

Aim:
To pratice using the possessive pronoun, the verb, to be.

Motivation:
Sing "How many letters" (to tune of Frere Jacques) (Appendix). Teacher sings song with children using each child's name. Children count letters in their names.

Materials:
prepared graph chart (Appendix), name strips, gummed circles

Procedures:

- Teacher says, "Let's see how long your name is."
- Teacher displays graph.
- Teacher distributes name strips.
- Teacher helps each child individually to count the letters and paste appropriate number of circles on the bar graph going from left to right.
- During this phase, teacher uses the following sentence patterns:
  How many letters are there in your namc?
  How many circles do you need?
  Does your name have (number) letters?
- When bar graph is completed, teacher helps children analyze the information by asking:
  Who has (number) letters in their name?
  Who else has (number) letters in their name?

The Family

RATIONALE

The theme, The Family, is built on the daily experiences of the children. The Family gives the children opportunities to share these experiences and to expand their understandings of the family. The Kindergarten child's natural proclivity for discussing "I", "me", and "mine" provide a legitimate stimulus for The Family theme.

In developing The Family, the teacher should help the children to become aware of several concepts. The word "family" includes the extended family. Families and individuals are similar in many ways but they also differ. Children should be made cognizant of the fact that people can live and work together comfortably and cooperatively even though they may differ in certain ways. Discussion of individual differences includes mentioning that some people have handicaps. Since family members may work both at home and outside the home, study of The Family includes learning about responsibilities at home, in the community, and at a job. This is the beginning of career awareness.

COMMUNICATION ARTS

LISTENING
- enriching vocabulary
- stories
- following directions

SPEAKING
- enriching vocabulary
- planning
- discussing
- dictating
- asking questions
- reporting
- dramatic play

BEGINNING READING
- visual discrimination
- main idea
- sequence of events
- recognizing details
- bookmaking
- experience charts
- left to right progression
- written word conveys meaning
- recognizing signs and labels

BEGINNING WRITING
- manipulating materials
- drawing
- coloring
- cutting
- pasting
- puzzles
- copying

HEALTH AND PHYSICAL EDUCATION

HUMAN NEEDS
- caring for an infant

SAFETY
- cooking
- using scissors

MUSIC

MUSIC
- songs
- fingerplays

The Family

COOKING
- observing
- comparing
- following directions
- changing properties of foods
- drawing inferences and making generalizations
- discovering with our senses

SCIENCE

SCHOOL AND HOME ENVIRONMENT
- relating home and school activities
- developing interest in family traditions
- learning about responsibilities and interdependence of family and community members
- learning that individuals and families change
- learning that people work to make money

SOCIAL LEARNINGS
- participating in group activities
- sharing
- making choices and decisions
- developing courteous behavior
- identifying jobs
- learning about handicapped people

SOCIAL STUDIES

SPATIAL RELATIONSHIPS
- position
- setting table
- stories

NUMBER NAMES
- personal data
- age
- recognition of numerals

ONE-TO-ONE CORRESPONDENCE
- matching
- setting table
- distributing food
- buying groceries
- selling cookies

MATHEMATICS

SIZE AND SHAPE
- classifying
- weighing and measuring
- seeing likenesses and differences

COUNTING
- number of crackers needed
- number of cups needed
- money

COLLAGE
- manipulating materials
- noticing details
- visual discrimination
- classifying

ART

MAKING STICK PUPPETS
- drawing
- coloring
- cutting
- noticing details
- classifying
- eye-hand coordination

BEST COPY AVAILABLE

THEME
The Family

LEARNING EXPERIENCE
Storytellers in Our Family

CONTENT AREA
Communication Arts

CONCEPTS
- Sometimes we read stories in books.
- Some people can tell stories.
- Sometimes there are people in our families who tell stories.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS
	Teacher	Children		
The children will: • recall people in their family who tell them stories. • indicate what these stories are about. • begin to develop an appreciation for family history and traditions. • develop interest in spoken language. • expand their understandings about other families, their traditions and heritage.	• tells story from own childhood that was told by parent or grandparent. • leads discussion on storytelling, emphasizing that some family members tell folk tales and stories about family events and their childhoods. • lists children's names and the names of the storytellers in their families. • compiles responses and sets up schedules. • welcomes the storyteller and arranges a suitable atmosphere for storytelling. • audio tapes and/or video tapes the storytellers in action, takes pictures.	• listen and think of similar stories told by their families. • name people in their families and the kinds of stories they tell. • prepare invitations for family members to visit class. • take schedules home to family. • greet the guest(s) and arrange themselves comfortably for listening. • listen, ask questions, comment about story. • make thank-you notes, drawings of the storyteller, illustrations of the story they heard.	Communication Arts: - vocabulary enrichment - listening for meaning - focusing on oral language - oral history of one's culture Creative Arts: - awareness of storytelling as an art form Health and Physical Education: - fine motor follow-up activities Mathematics: - concepts in the story Science: - listening Social Studies: - sharing cultural experiences - respecting others - bridging the home-school gap	paper pencils markers crayons tape recorder (if available) video recorder (if available) camera **VOCABULARY** story storytellers folk tale fairy tale make-believe true real

SUGGESTED TEACHER QUESTIONS

FOR ENTIRE ACTIVITY

1. Who tells you stories at home?
2. What are those stories about?
3. Why do you think that person is a good storyteller?
4. What kinds of stories would you like to tell to your younger brothers and sisters? friends? cousins?
5. How can you be a good storyteller?
6. Can you re-tell the story that Carmen's grandmother told us?

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Is there evidence of children's growing interest in and respect for other people?
- Have the children shown a sense of self-pride and respect for the lifestyles of their own family members?
- Are the children interested in their own family traditions, language?
- Have the children improved their listening skills?

*SUGGESTED DIRECT INSTRUCTION ACTIVITY

Aim:
To develop oral language through story telling

Motivation:
Teacher begins a story utilizing a story starter technique; e.g., "Phyllis came into the classroom one morning and found a huge red box on the desk."

Materials:
tape recorder (if available), pictures that imply stories and/or teacher-created situations (fact or fancy)

Procedure:

- Each day teacher works with an individual group.
- Children are presented with a picture or a story starter.
- Teacher asks questions to generate responses. Teacher calls on volunteers to develop the story.
- Children play back their original story on the tape recorder and respond to it.
- Children have the option of re-telling the story, making changes, and adaptations.

Follow-Up:

- Sharing taped stories with other classes.
- Children illustrating their own oral stories.
- Telling stories to siblings, cousins, and adult family members.
- Teacher invites various staff members (principal, custodian) to classroom for the purpose of story telling.

LANGUAGE EMPHASIS FOR THE E.S.L. STUDENT

Following Directions:

- Look and listen.

Receptive:

came	found	classroom
looked	opened	shook
morning		

- Phyllis came to the classroom one morning and found a big red box. (Repeat if necessary)
- Where did she find it? When did she find it?
- What do you think happened next?
- After she ____ (looked at, shook, opened, etc.) the box, what happened?
- What was in the box?
- Was there a _____ in the box?

Productive:

- She found it in the classroom.
- She _____ (looked at, shook, opened, etc.) the box.
- Phyllis ____ (smiled, ran away, etc.).
- There was a _____ in the box.
- Yes, there was.
- No, there wasn't

THEME
The Family

LEARNING EXPERIENCE
A Baby Visits Kindergarten

CONTENT AREA
Social Studies

CONCEPTS
- Family members are interdependent.
- Many changes occur in family life and structure.
- Individuals change as they grow.
- Families may be different in size and members.
- families share similar experiences.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS
The children will:	Teacher	Children		paper marking pen
. describe home experiences. . note how families change. . learn how family members help each other. . observe and describe what babies can do.	. reads stories based on family themes. . initiates discussion on how families change. . focuses on new baby theme. . writes a letter of invitation to a family with a baby. . helps children plan questions to ask parent. . reviews rules for behavior. . introduces parent and baby to class. . makes a cooperative experience chart with children after visit. . writes thank-you note with children. . encourages children to make a gift for infant.	. listen and describe their experiences. . tell about new siblings, cousins. . dictate letter to teacher. . observe child and listen to parent tell about the infant. . ask questions about infant. . contribute to chart. . participate in writing thank you. . Decide what type of toy they will make and send to baby.	Communication Arts: - new vocabulary - discussing, listening - planning - formulating questions - dictation Creative Arts: - noticing details - constructing a toy Health and Physical Education: - human needs - infant care Mathematics: - relative sizes - relative ages Science: - observing - comparing - seeing relationships - drawing inferences and making generalizations Social Studies: - relating home activities - noting individual and family changes - participating in group activities	**VOCABULARY** family member names baby item words care for grow old young infant crawls

SUGGESTED TEACHER QUESTIONS

FOR ENTIRE ACTIVITY

1. How do the members of your family help each other?
2. Are there any babies in your family?
3. What can the baby do?
4. What is the difference between a baby and you?
5. How can you help to take care of the baby?

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Did children relate home experiences?
- Were they able to describe family changes?
- Could they relate how family members help each other?
- Did they observe and describe what babies can do?
- Did they understand similarities and differences between families?

*SUGGESTED DIRECT INSTRUCTION ACTIVITY

Aim:
To develop visual discrimination by distinguishing likenesses and differences in photographs.

Motivation:
Ask children to bring in pictures of themselves as babies.

Materials:
baby pictures
chart paper
double-faced tape or
photograph mounting corners

Procedure:

- Ask children to bring in baby photos in sealed envelopes.
- Teacher mounts photos on chart.
- Teacher and class decide on suitable title for chart.
- Groups of children meet with teacher to discuss baby pictures.
- Children attempt to match pictures and classmates, and discuss growth, change, similarities.
- Individual children can relate amusing stories about what they did as children.

Follow-Up:

- Make a birthday book. Children draw how they celebrate birthdays.
- Writing individual books: When I Was a Baby. Teacher can take dictation or children can write under their own illustrations.
- Contributions from home: baby clothes for dolls, plastic bottles.
- Children can cut out pictures from magazines to make a chart of things babies need.

LANGUAGE EMPHASIS FOR THE E.S.L. STUDENT

Following Directions:

- Look at the pictures.

Receptive:

baby adult boy girl

- Is this (a baby, an adult/a grownup)?
- Is this a (boy, girl)?
- What are these?
- Who does this baby look like?
- What is different?

Productive:

- Yes, it is.
- No, it isn't.
- This is a (boy, girl).
- These are (boys, girls, babies, pictures).
- It looks like (child's name).
- Yes, he/she does.
  No, he/she does not.
- Kim's _______ (hand, foot, etc.) or Lisa's is _______ (bigger, smaller, etc.)

THEME
The Family

LEARNING EXPERIENCE

Stick Puppets of People at Work

CONTENT AREA
Career Education/
Social Studies

CONCEPTS

- People work to earn money for their needs.
- There are many kinds of jobs.
- We can represent the real world in artistic ways.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS
	Teacher	Children		
The children will: • realize that individuals need to work to earn money for their needs. • learn that there are many types of jobs. • use paper in a creative way. • make an artistic representation of the world of work.	• reads books about various occupations. • display a variety of pictures of people at work including women construction workers, handicapped people, etc. • elicits language about : clothing, work environment, skills, etc. • invites a few parents and/or grandparents to talk about their jobs. • coordinates the speakers program. • thanks speakers formally (orally). • sets up materials to help group of children make stick-puppets of people working.	• listen, observe, comment. • bring in additional pictures from family albums, magazines, newspapers. • discuss, describe and report. • volunteer information about how people in their families earn livings. • take home invitations. • respond to speakers. • send thank-you notes and pictures. • make puppets. • use puppets during work period and/or plan for a class puppet show.	Communication Arts: - listening, discussing - planning - visual discrimination - following directions - interpreting pictures - dramatizing Creative Arts: - noticing details - drawing - cutting Health and Physical Education: - fine motor activity - eye-hand coordination - using scissors - safety rules Mathematics: - seeing likenesses and differences - spatial relationships Science: - observing - making generalizations - seeing relationships Social Studies: - understanding concept of work - making decisions - sharing materials	pictures paper crayons scissors sticks staples wool felt **VOCABULARY** work occupation career skill names of occupations names of specific workers

SUGGESTED TEACHER QUESTIONS

FOR ENTIRE ACTIVITY

1. What are some of the jobs people have?
2. Example: Who are the people who keep us healthy?
3. Which visitor did you enjoy the most?
4. What did you learn from that person?
5. What kind of work will your puppet do? How?
6. Does your puppet need tools or instruments? How can you make them?
7. How can we use the puppets to show what people do on their jobs?

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Did children indicate their understanding that people work in a variety of ways to earn money?
- Did children list and describe how people work?
- Did they use materials creatively?
- Did they manipulate the materials well? Which children need further help?
- During the puppet show, were the children able to act out the workers' roles appropriately?
- Did children reflect through their behavior their understanding of the roles of women, the handicapped, and senior citizens in the work force?

*SUGGESTED DIRECT INSTRUCTION ACTIVITY

Aim:
To develop small motor skills by making a collage.

Motivation:
Children are asked to bring in magazine and newspaper pictures of people working.

Materials:
Magazines, scissors, paste, paper, newspaper, paper towels.

Procedure:

- Teacher and children discuss making a collage about working people.
- Teacher demonstrates: use of scissors, how to paste, placement of cut-out figures on a background.
- Children cut out pictures of workers and paste them on paper.
- Teacher supervises, guides, advises.
- Children clean up after they complete work and place their collages in a display area.
- Discussion of different ways the collages were made.
- Children leave their work on display or take collages home.

Follow-Up:

- Individual books about specific workers; e.g., mail carriers, or about workers in a related field; e.g., people who keep us healthy.
- Masks and/or hats symbolic of specific workers.
- Role playing using masks and hats.

LANGUAGE EMPHASIS FOR THE E.S.L. STUDENT

Following Directions:

- Open the magazine (newspaper).
- Look for pictures of people working.
- Cut out the pictures
- Paste the pictures.
- Clean up.
- Look at the pictures (collages).

Receptive:

open
cut
look
paste
scissors
magazines
newspaper
collage
worker's occupations
picture(s)

- What are (you, they) doing now?
- What is (he/she) doing?
- What did you do today?
- Who are the people in your collage/picture?
- Who is that?
- What is the (worker's name) doing?

Productive:

- I'm _____ (looking for, cutting, pasting) pictures.
- They're _____ (looking for, cutting, pasting) pictures.
- He/She is _____ (looking for, cutting, pasting) pictures.
- I made a picture/collage.
- They are workers.
- It's a (worker's name).
- The (worker's name)is (name of action).

THEME
The Family

LEARNING EXPERIENCE

Constructing a Bakery

CONTENT AREA
Social Studies
Career Education

CONCEPTS
- People work together to provide goods and services.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS
OBJECTIVES	Teacher	Children		
The children will: • develop concepts about jobs and working. • understand and act out roles of consumer, producer, provider. • build and participate in a working business. • learn about how people earn their livings.	• provides books and pictures on how family members work. • discusses opening a class store. • discusses with children what they would need to build a bakery. • makes chart listing children's ideas and writes in names of volunteers to work on each part. • provides necessary materials for each group. • works with groups until all projects are completed. • combines all completed projects and assembles them into a store that resembles a bakery.	• tell about and bring pictures showing how people in their family work. • indicate types of stores. • contribute ideas, e.g., counting, cookies, cash register, signs, money, etc. • volunteer to make signs, build the stores, bake cookies. • work cooperatively in small groups on projects. • contribute and place their signs, cookies, etc. in appropriate places.	Communication Arts: - role play - asking questions - sequential planning - signs, charts Creative Arts: - culinary arts - building a store Health and Physical Education: - cleanliness in food preparation - *cooking experiences Mathematics: - measurement - counting Science: - combining elements to form new product - changing forms of matter Social Studies: - group planning - working cooperatively - taking turns	cartons boxes construction paper blocks trays cooking utensils measuring tools ingredients hot plate recipes (Appendix) **VOCABULARY** bakery buy sell meet stir drop boil cook names of ingredients

SUGGESTED TEACHER QUESTIONS

FOR ENTIRE ACTIVITY

1. How do the people in your family work?
2. How can we build a store in our room?
3. What belongs in a bakery?
4. How can we make some of those things?
5. Who would like to be a baker? salesperson?
6. Who would like to make signs? play money?
7. How can we all enjoy working or buying from the bakery?

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- What concepts did children develop about jobs and working?
- How did they act out the roles of consumer, producer, provider?
- Were they able to build and participate in a working business?
- Were they able to learn more about how people earn their livings?

*SUGGESTED DIRECT INSTRUCTION ACTIVITY

Aim:
To gain experience in following directions, measuring, mixing.

Motivation:
Children need produce to sell in store

Materials:
Four recipes (see Appendix)

Procedure:

- Teacher prepares ingredient chart and recipe chart.
- Teacher and children shop for ingredients.
- Teacher and small groups make cookies. Children measure, count, mix, pour, etc.
- Cookies are displayed on the counter.
- Children buy and sell cookies in the bakery.

Follow-Up:

- Inviting other Kindergarten classes to purchase cookies.
- Visiting the kitchen of a neighborhood bakery.
- Interviewing the baker.
- Making a class cookbook with recipes, contributed by parents. (These should be easy-to-make dishes that children can make alone or with parents.)

LANGUAGE EMPHASIS FOR THE E.S.L. STUDENT

Following Directions:

- Put (name of ingredient) (in the pan, on the stove).
- Mix (name of ingredient).
- See it melting. Stir it. Drop the cookies.
- See it boiling.

Receptive:

pan	mix	mixing
melt	see	heating
stir	put	cooking
drop	boil	

- What do we have?
- What are we going to make?
- What are we doing now?
- What do we need?
- What do you want?
- Where is the money?

Productive:

- We have (pan, various ingredients).
- We are going to make (butterscotch, crunchies, chocolate cookies).
- We need (name of ingredient(s)).
- I want a (cookie), please.
- Here is the money.

E.S.L. EXTENDED LESSON

Aim:
To understand the chart "RULES FOR CLEANING UP"

Motivation:
Teacher asks: What do we do after we eat, play, cook?

Materials:
Prepared chart

Procedure:

- Teacher displays chart.

RULES FOR CLEANING UP
We clean our tables.
We throw away _____ (paper, garbage)
We wash our hands.
We sit quietly.

- Teacher reads each sentence and children repeat. (Teacher and children act out.)
- Variation: Teacher asks individual children: What are you doing?
  Child responds: I'm cleaning our tables.
  I'm throwing away _____(paper, garbage).
  I'm washing my hands.
  I'm sitting quietly.
- Variation: Teacher asks: What is _____ (child's name, he, she) doing?
  Child responds: _____ is _____ (cleaning our tables, throwing away paper, etc.).
- Variation: Teacher asks: What are ____ and ____ doing?
  Child responds: They're _____ (cleaning our tables, etc.).

Follow-Up:

- Students pantomime and play: "Guess what I'm doing?"
- Teacher and children sing and mime to the tune "This is the Way":
  This is the way we clean our tables, clean our tables, clean our tables.
  This is the way we clean our tables, all day long...

E.S.L. EXTENDED LESSON

Aim:
To develop oral language by telling about the events in a story heard.

Motivation:
Teacher prepares to read an attractive story book and asks children to listen closely to find out what happens in the story.

Materials:
picture storybook

Procedure:

- Teacher tells the story using simple and concise language and shows pictures. (Teacher stops and asks questions whenever it is felt that the content needs clarification.)
- At the end of the story, the story teller helps children recall the story and describe what's happened at different times.
- Teacher shows one picture and asks: What happened?
- Teacher shows another picture and asks: What happened next?
- Have a child select the picture that shows what happened last and tell what happened.

Follow-Up:

- Provide sets of three pictures for children to sequence independently.
- Use three step directions during an art activity. For example:

MAKING A PUPPET

1. Choose a shape.
2. Color it with crayons.
3. Cut it out.

Fall — A Seasonal Change

RATIONALE

Fall--A Seasonal Change is a vehicle for introducing concepts of life cycles to five-year olds on a level which they can understand. The topic, translated into many first-hand experiences, gives the child ample opportunities to develop further awareness as to how living things--humans, animals, and plants--adapt to natural environmental changes.

Through a theme which integrates all curriculum areas and utilizes a wide spectrum of materials and activities, children enhance their cognitive and social skills, their "sense of self" and their gross and fine motor development.

Kindergarten children have already experienced transitions in their lives with the ending of summer, the advent of fall, and the beginning of the academic school year. Five-year olds have already set aside the familiar summer life style, shopped for school clothes, brought souvenirs of summer to school and are most likely adapting well to school. These children should be enjoying the excitement in the daily discovery of what they can do.

The fall theme brings the child's outdoor experiences indoors for further study and expansion. It allows children to go forth into the home and community with colorful leaf mobiles and reasonable thoughts on how they and other living things adapt to fall.

COMMUNICATION ARTS

SPEAKING
- . Children's Dictation
- . Retelling Stories
- . Discussion
- . Describing Objects, Pictures
- . Language Development
- . Poetry, Rhymes and Charts
- . Wordless Story Books

LISTENING
- . Story Time/Literature
- . Poetry, Rhymes and Chants
- . Discussion
- . Auditory Discrimination Games
- . Following Directions, Procedures
- . Story Tapes
- . Recorded Music

BEGINNING READING
- . Charts
- . Dictated Stories
- . Labeling Objects
- . Teacher-read Stories
- . Shared Book Experience; Big Books
- . Pictures in Sequence Games
- . Class Library

BEGINNING WRITING
- . Copying from Models
- . Experimentation
- . Invented Spelling
- . Art Activities
- . Manipulative Toys and Puzzles
- . Writing Names

HEALTH AND PHYSICAL EDUCATION

NUTRITION
- . Fall Fruits
- . Vegetables

MUSIC

MUSIC APPRECIATION
- . Listening to Music
- . Movement to Music
- . Discussing Imagery
- . Drawing to Music

SINGING
- . Fall Songs
- . Leaf Finger Plays

RHYTHMIC ACTIVITIES
- . Rhythms
- . Miming
- . Recorded Music for Creative Movement
- . Instruments
- . Song Play

Fall — A Seasonal Change

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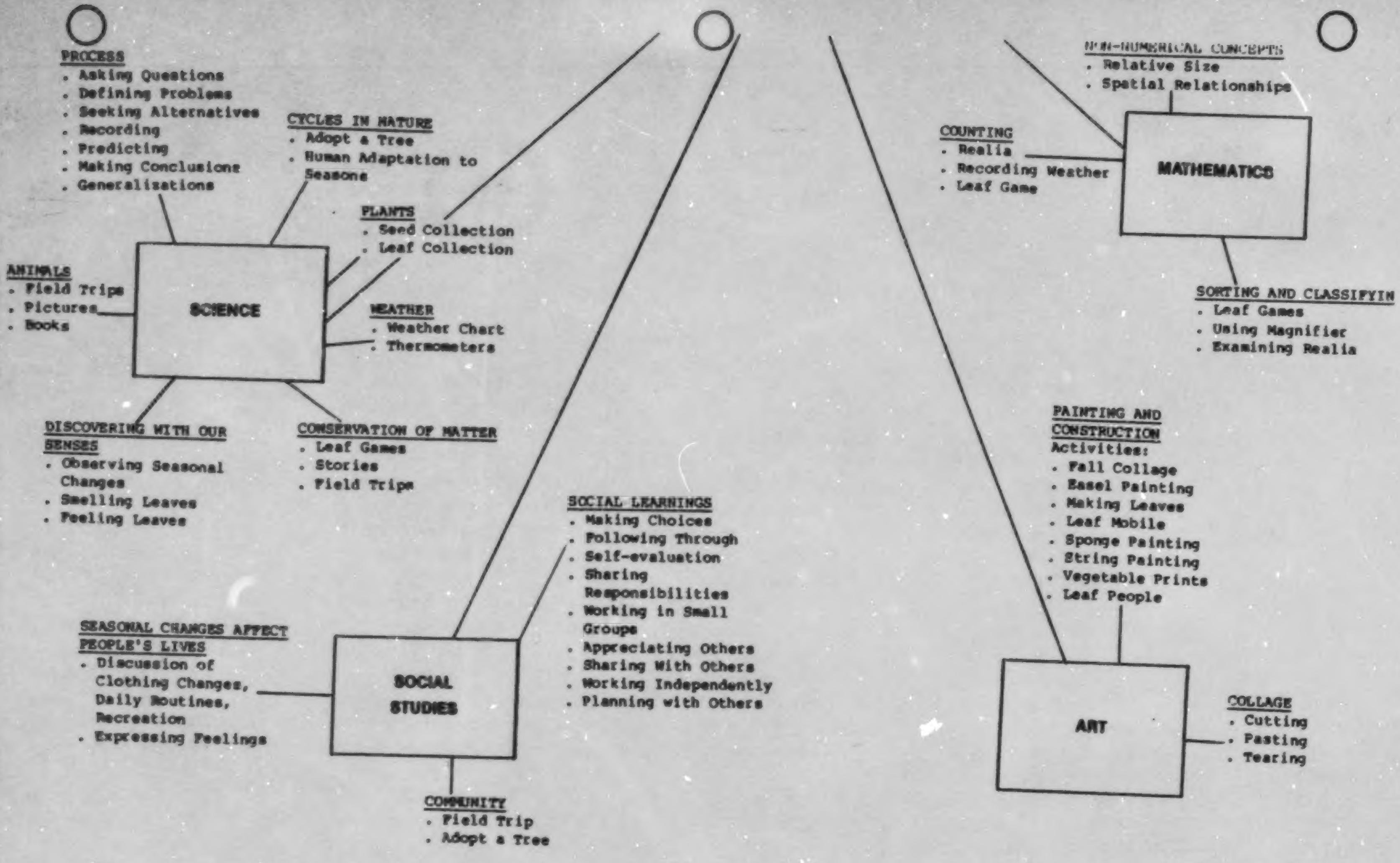

SCIENCE

PROCESS
- Asking Questions
- Defining Problems
- Seeking Alternatives
- Recording
- Predicting
- Making Conclusions
- Generalizations

CYCLES IN NATURE
- Adopt a Tree
- Human Adaptation to Seasons

PLANTS
- Seed Collection
- Leaf Collection

ANIMALS
- Field Trips
- Pictures
- Books

WEATHER
- Weather Chart
- Thermometers

DISCOVERING WITH OUR SENSES
- Observing Seasonal Changes
- Smelling Leaves
- Feeling Leaves

CONSERVATION OF MATTER
- Leaf Games
- Stories
- Field Trips

SOCIAL STUDIES

SOCIAL LEARNINGS
- Making Choices
- Following Through
- Self-evaluation
- Sharing Responsibilities
- Working in Small Groups
- Appreciating Others
- Sharing With Others
- Working Independently
- Planning with Others

SEASONAL CHANGES AFFECT PEOPLE'S LIVES
- Discussion of Clothing Changes, Daily Routines, Recreation
- Expressing Feelings

COMMUNITY
- Field Trip
- Adopt a Tree

MATHEMATICS

NON-NUMERICAL CONCEPTS
- Relative Size
- Spatial Relationships

COUNTING
- Realia
- Recording Weather
- Leaf Game

SORTING AND CLASSIFYIN
- Leaf Games
- Using Magnifier
- Examining Realia

ART

PAINTING AND CONSTRUCTION

Activities:
- Fall Collage
- Easel Painting
- Making Leaves
- Leaf Mobile
- Sponge Painting
- String Painting
- Vegetable Prints
- Leaf People

COLLAGE
- Cutting
- Pasting
- Tearing

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THEME
Fall

LEARNING EXPERIENCE

Poetry: "The Seasons"

CONTENT AREA
Communication Arts
and Social Studies

CONCEPTS

- People's activities vary from season to season.
- Each season can be enjoyed for its uniqueness.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS
	Teacher	Children		
The children will: • derive pleasure and information from poetry. • develop skills of comparison. • listen to and recall poetry. • engage in individual and/or group recitation.	• Elicits information about how fall activities differ from summer activities. • Introduces poem, "The Seasons." (Appendix). • Reads poem. • Rereads poem a few times and encourages children to join in. • Rereads poem and leaves out last word in each line (cloze). • Encourages children to say poem with teacher. • May have children repeat poem line by line. • Asks for volunteers or small groups to recite poem. • Discusses meaning of poem.	• Talk about what they do during fall that they did/did not do during summer. • Listen to poem. • Begin to join in. • May recite parts of poem with teacher. • May fill in missing words. • Recite poem with teacher. • Repeat line by line. • Tell what they enjoy most about each season. • Discuss poet's meaning.	Communication Arts: - listening to language sounds and patterns - enjoyment of poetry - pleasure of recitation - discussion Creative Arts: - illustrating seasonal interests Health and Physical Education: - exercise and play - dressing for seasons - food variations Science: - hot and cold - weather - temperature Social Studies: - weather and seasons affect work, play, and family needs.	poem: "The Seasons" (Appendix), tape recorder: optional **VOCABULARY** summer winter spring fall rain snow sun warm hot cold icy outdoors freezing indoors play clothing temperature

SUGGESTED TEACHER QUESTIONS

FOR ENTIRE ACTIVITY

1. What do you do during fall that you do not do during the summer?
2. What will you do during winter?
3. Which is your favorite season? Why?
4. Which season do you think the person who wrote this poem liked best?

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Did children distinguish how the seasons affect their activities?
- Did they match their activities with the appropriate seasons?
- Did they listen to the poem with interest?
- Did they learn to recite the poem?
- Did they understand that the poet enjoyed each season for its own merits?

*SUGGESTED DIRECT INSTRUCTION ACTIVITY

Aim:
To provide experiences in creative movement to music.

Motivation:
Teacher holds up a leaf and lets it float to the floor. Teacher asks children "What happened?" Repeats with a feather.

Materials:
Music for "Like a Leaf"; use piano or pre-recorded tape of music

Procedure:

- Teacher should have taught song prior to this lesson.
- Teacher plays the music for singing.
- Teacher and children stand in circle formation, facing center, sing song and act out the words.
- Teacher repeats until most children are comfortable and are making their actions coincide with the words of the song.
- Teacher repeats circle procedures and encourages children to extend their interpretations of the music.

Follow-Up:

- Pantomime fall activities, e.g., walking through leaves, putting on outdoor clothing, etc.
- Listen to recording of instrumental music, e.g., Vivaldi's "Four Seasons: Fall."
- Discuss the imagery of the music.
- Move to the music.
- Make a book compiled of children's drawings of what they do in fall.
- Make individual books illustrating the fall season.

LANGUAGE EMPHASIS FOR THE E.S.L. STUDENT

Following Directions:

- Look at _____.
- Listen.
- Make a circle.
- Stand.
- Put your arms up.
- Move your arms up.
- Turn around.
- Fall down.

Receptive:

leaf feather

- What's happening?

Productive:

- The _____ (leaf, feather) is falling.
- Children sing "Like a Leaf."

THEME
Fall

LEARNING EXPERIENCE
Adopting a Tree

CONTENT AREA
Science

CONCEPTS
- A tree changes with the seasons.
- Living things adapt to seasonal change.
- Humans, animals, trees, and plants are living things.

OBJECTIVES	PROCEDURES		RELATEL CONTENT AREAS/SKILLS	MATERIALS	VOCABULARY
The children will:	Teacher	Children	Communication Arts: - language development - visual discrimination - print awareness - getting information from books - reading Creative Arts: - appreciation of color design, texture - effects of sun/shade Health and Physical Education: - adaptation to seasons - safety rules - edible nuts and seeds - walking as exercise Mathematics: - counting - classifying - estimating Science: - predicting - comparing - reporting Social Studies: - respect for property - group living skills - family needs and activities	tree books pictures of trees magnifying glasses	seasons fall summer tree seed pods seeds temperature cooler colors change water leaves dry crumble insects acorns squirrels trunk bark roots
. use print in a functional and meaningful manner. . observe and discuss environmental changes. . participate in group discussions and activities. . clarify concepts about what is "alive." . gather specimens for classification and further study. . note different characteristics of trees. . observe creatures who live in trees.	. visits site and identifies trees prior to class trip. . introduces concept of seasonal change by eliciting information from children about their activities during different seasons. . writes letter in chart form to librarian requesting fall books. . reads fall books. . takes class on neighborhood walk. . elicits suggestions from children as to where trees can be found. . helps them choose one. . identifies it. . encourages an ongoing discussion. . encourages children to collect leaves, seeds, insects.	. talk about prior first-hand experiences. . dictate letter to librarian. . deliver letter and return with library books. . listen to stories about trees. . look at books. . suggest familiar trees in community. . choose one. . look for leaves, seeds, acorns, pods, insects. . collect realia and bring same back to class.			

SUGGESTED TEACHER QUESTIONS

FOR ENTIRE ACTIVITY

1. What do you remember about your summer vacation?
2. How are things different now?
3. How do you know that summer has passed?
4. What do we call the season after summer?
5. How can we find out more about fall?
6. Where can we get books about trees?
7. What do you see on this tree?
8. What have you found?
9. What can we do with these leaves and seeds?
10. What can you see under a magnifier?
11. How can we find out more about our tree and record it?
12. Do you think our tree is alive? Why/Why not?
13. How can we find out?

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Can children express their thoughts about fall and communicate them to other children and adults?
- Are the children developing a sense of "print awareness?"
- Are they making any distinction between things that are alive and not alive?
- Can children note different characteristics of trees?
- Did they observe creatures that live in trees?

*SUGGESTED DIRECT INSTRUCTION ACTIVITY

Aim:

To use a magnifying glass to note details; similarities and differences between objects in order to classify them.

Motivation:

Teacher displays realia which children have collected from their "adopt a tree" walk.

Materials:

magnifying glasses, leaves, acorns

Procedure:

- Small groups share materials.
- Teacher circulates among groups to discuss:
  - properties of leaves and seeds; design, color, texture, size, general configuration.
  - classification and identification of realia.
- Teacher and children make cooperative chart: taping articles to oaktag or chart paper and labeling each item.
- Teacher makes sure insects are contained in jars.

Follow-Up:

- Make color chart of fall colors labeled with print.
- Make paper leaves from hand tracing for two dimensional paper tree.
- Sponge painting of leaves on paper trees.
- Make leaf mobiles from hand print leaves.
- Finger plays, songs, and mimetics related to the fall theme.

LANGUAGE EMPHASIS FOR THE E.S.L. STUDENT

Following Directions:

- Look at the _____ (leaves, seeds, seed pods).
- Touch the _____ (leaves, seeds, seed pods).
- Put the leaf on the chart.

Receptive:

touch
put
green
brown
smooth
bumpy
big
small
leaf
leaves
not
these

- What is this/that?
- What color is this/that leaf?
- Is this/that a (big) or (small) leaf?
- What are these/those?
- Are they (brown) or (green) leaves?
- Are they (smooth) or (bumpy) leaves

Productive:

- This/that is a leaf.
- This/that leaf is (name of color).
- It's a (brown) leaf.
- It's not (green).
- It's a (small) leaf.
- It's not (big).
- These/those are leaves.
- They are _____ (color, size, texture) leaves.

THEME
Fall

LEARNING EXPERIENCE

Leaf Game

CONTENT AREA
Mathematics

CONCEPTS

- Objects have attributes; shape, size, color.
- Cardinal numbers in a set remain the same no matter how the elements are arranged.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS
The children will:	Teacher	Children		
. sort and classify objects according to size, shape, and color. . manipulate and rearrange sets and subsets to learn about the properties of conservation. . count, combine, separate.	. gathers a group of nine children to play a game. . explains that each child will choose a leaf, and each leaf is different. . asks children to pick leaves one by one. . requests a child to place the leaf on flannel board and talk about its attributes. . asks for another volunteer. . questions children about relative size, shape, color, as children add more leaves. . questions children about how leaves may be classified and arranged. . invites children to count leaves within each classification.	. volunteer to participate and sit around the flannel board. . listen to procedure. . pick leaves from a box. . place leaves on board and describe attributes. . repeat preceding action. . differentiate, make fine discriminations. . group and regroup sets of leaves. . count, verify, and report that the numbers remain constant.	Communication Arts: - listening - oral communication Creative Arts: - color names - relative size - comparative shapes Health and Physical Education: - learning rules and game procedures - kinesthetic manipulation Mathematics: - sorting - classifying - regrouping sets and subsets Science: - distinguishing characteristics - visual discovery - classifying - observing Social Studies: - sharing activities - waiting turns - following directions	oaktag paper with flock backing flannel pieces glue flannel board leaf shapes (Appendix) **VOCABULARY** leaves shapes big bigger biggest small arrange count group find pointy round

SUGGESTED TEACHER QUESTIONS

FOR ENTIRE ACTIVITY

1. How would you describe your leaf?
2. How is it different from John's?
3. How are they like Sheron's?
4. Can they be different in more than one way? How?
5. How can you arrange the leaves in a new way? (by color, shape, size)
6. How many leaves are in each group?
7. What is another way to arrange the leaves?
8. Now-how many leaves are in each group?
9. Does the number of leaves change when we rearrange them? Why not?

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Can children describe the attributes of their individual leaves?
- Are they able to sort and classify objects according to size, shape, and color?
- Were they able to learn about the property of conservation of matter by arranging and rearranging sets and subsets?
- Were they able to participate in a game setting?
- Did they sustain interest in and enjoy playing the game?

*SUGGESTED DIRECT INSTRUCTION ACTIVITY

Aim:
To develop skill of identifying number of objects in a set.

Motivation:
Indicate that the leaves and flannel board can be used to play another game.

Materials:
leaf-shaped cut-outs and flannel board

Procedure:

- Teacher sits with group of children in front of flannel board.
- Teacher places a designated number of leaves on the board and asks in a chant: "How many leaves do you see? Do you see? Do you see? How many leaves do you see?"
- Teacher calls on child who has volunteered.
- Teacher reinforces the response the first few times and holds up corresponding fingers: "I see three. I see three."
- When children become familiar with the chant and procedure, they may take the teacher's role and call on others, and then choose a new "teacher," and so on.

Follow-Up:

- Give children access to flannel board figures for their own explorations.
- Provide simple matching games-pictures of objects and number symbols.
- Provide materials so children may make their own flannel board figures for game play.
- Use "Three Bears" flannel board figures for small group instruction.

LANGUAGE EMPHASIS FOR THE E.S.L. STUDENT

Following Directions:

- Sit down.
- Look at the flannel board.
- Look and listen.

Receptive:

numbers 1-5	sit
leaves	look
listen	see

- How many leaves do you see?
- Do you see (number) leaves?

Productive

- Child's name.
- I see (number) leaves.
- Yes, I do.
- No, I don't.

THEME
Fall

LEARNING EXPERIENCE

Making Fall Collages

CONTENT AREA
Art

CONCEPTS

- Fall characteristics can be expressed through abstract art.
- Colors look different when placed next to other colors.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS	VOCABULARY
	Teacher	Children			
The children will: . develop large motor skills by tearing paper. . learn to use paste or glue to attach colored papers to drawing paper. . learn about basic art components: shape, color, size, texture, and balance.	. reviews leaf chart made with children. Discusses color, size, texture, etc. . discusses fall colors-red, orange, yellow, brown. . provides small pieces of colored construction paper, glue, etc. . supervises the activity. . allows children to show their work at conclusion of activity. . points out that art is individualistic. . expresses appreciation of children's efforts.	. verbalize about properties of leaves. . identify familiar objects in each of these colors. . choose pieces for pasting. . proceed with activity. . discuss likenesses and differences between their collages. . clean up.	Communication Arts: - vocabulary - following directions - following a sequence of events Creative Arts: - basic elements of design Health and Physical Education: - eye-hand coordination - using materials properly and cleaning up afterwards Mathematics: - relative size Science: - tactile experience of tearing paper - making things adhere to other things Social Studies: - working in small groups - appreciation of individual differences and efforts of peers	leaf chart colored paper drawing paper glue and/or paste newspaper (to cover tables)	collage tear rip paste glue colors paper pieces small large ragged strips shapes drip spill clean-up

SUGGESTED TEACHER QUESTIONS

FOR ENTIRE ACTIVITY

1. What are the fall colors of our leaves on this chart?
2. What have you seen that is yellow, red, etc?
3. How did that color make you feel?
4. Which collage is most like yours? How?
5. Which one is very different from yours? How?
6. Which one has small pieces? large pieces?

ASSESSMENT

Teacher determines learning outcomes through observation and recordings

- Were children able to tear paper and paste it on the drawing paper?
- Did they use a variety of techniques?
- Is there an interesting use of color, space, shapes?
- Did the children appear to enjoy working with these media?

*SUGGESTED DIRECT INSTRUCTION ACTIVITY

Aim:
To distinguish and compare colors, sizes and shapes.

Motivation:
Teacher discusses making a classroom tree that will change like the adopted tree.

Materials:
drawing paper, crayons, scissors and thumb tacks, brown paper

Procedure:
- Teacher makes tree. (Appendix)
- Teacher demonstrates how to trace around hand to make leaf shapes.
- Teacher and children discuss choice of colors for leaves. (Teacher points out that leaves can be more than one color).
- Teacher provides materials for group.
- Children proceed at individual paces, with individual styles.
- Teacher and children discuss placement of leaves on tree--location, direction, etc.
- Children pin leaves on tree.
- Discussion of comparable features of classroom tree and of outdoor tree.

Follow-Up:
- Take down leaves from indoor tree as adopted tree loses leaves.
- Easel painting, sponge painting, potato and carrot printing, drip and string painting, using fall colors only.
- A fall art exhibit as the culminating activity, to be displayed in the school.

LANGUAGE EMPHASIS FOR THE E.S.L. STUDENT

Following Directions:

- Put your hand on the paper.
- Don't move your hand.
- Pick up your _____ crayon (color).
- Trace around your hand.
- Color your leaf.
- (Child's name), put your leaf _____ (on, next to, above, under) the tree.

Receptive:

put
pick
trace
color
cut
putting
making

paper
crayon
hand
leaf
tree
coloring

above
under
next to
on
cutting
doing

- This is a tree.
- What are you making?
- What color is it?
- Are you _____ (cutting, coloring)?
- What is (child's name) doing?
- Where are you putting your leaf?
- Where is your leaf?

Productive:

- I'm making a leaf.
- It's _____ (color).
- Yes, I am. No, I'm not.
- _____ (she's, he's, child's name) _____ (cutting, coloring).
- I'm putting my leaf _____ (on, next to, above, under) the tree.
- My leaf is _____ (on, next to, above, under) the tree.

THEME
Fall

LEARNING EXPERIENCE

Reading a Wordless Story

CONTENT AREA
Communication Arts

CONCEPTS

- Visual symbols/pictures can tell a story.
- Children can interpret visual symbols and tell a story from them.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS
	Teacher	Children		
The children will: . interpret pictures. . tell a story in sequence. . listen to understand story content.	. Chooses the book about fall. (Uses a wordless book or omits the written text. See materials). . Refers to prior fall experiences. . Tapes following procedures. . Introduces book, points out title and author's name . Shows first picture. . Asks children to describe what is happening on the page. . Continues to show pictures, one at a time. . Reviews the sequence of events with children. . Repeats story, showing pictures while tape of children's voices is played.	. Recall all activities. . Look at print. . Observe, describe, and discuss pictures. . Respond to pictures in sequence. . Tell the story in sequence. . Listen to their own voices tell the story.	Communication Arts: - language development - identifying main ideas - practicing voice production -*relating in sequence Creative Arts: - awareness that symbols are created to represent people, trees, etc. Health and Physical Education: - seasonal foods Mathematics: - ordinal numbers, e.g., first, second Science: - season change Social Studies: - seasonal changes affect families	book: Apples by Nanny Hogrogian,* or any other book related to fall theme (Omit the print.) tape recorder **VOCABULARY** rain water grows branches leaves buds flowers fruit seasons change spring summer fall winter

SUGGESTED TEACHER QUESTIONS

FOR ENTIRE ACTIVITY

1. What do you see on the first page?
2. What do you think will happen next?
3. How do you feel about telling a story without words?
4. Who is talking on the tape now?

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Can the children tell the story from the pictures?
- Can they discuss the sequence of events afterwards?
- Which children need more practice in oral language?
- Do they recognize their own voices?
- Are they critical of their own oral language skills?

*SUGGESTED DIRECT INSTRUCTION ACTIVITY

Aim:
To develop sequencing skills.

Motivation:
Discuss children's activities, from wake-up to school arrival, in chronological sequence.

Materials:
a toothbrush, empty cereal box, jacket, paint brush

Procedure:

- Teacher hands one object to each of four children in a small group and requests them to stand next to each other in front of group. (Objects are out of sequence.)
- Teacher asks how each object is used during the day.
- Teacher asks for volunteer to explain which child should be first, second, third, fourth. Children change positions when their placement is justified.
- Teacher allows children holding objects to pass them to their classmates.
- Teacher makes certain new children are out of sequence and repeats the activity from step 3.
- Note: Some might indicate use of toothbrush at beginning and end of sequence, or brushing after meals.

Follow-Up:

- Sing or pantomime daily activities; e.g., "This is the way we brush our teeth," etc.

LANGUAGE EMPHASIS FOR THE E.S.L. STUDENT

Following Directions:

- Stand next to (child's name).
- Hold this.
- Look at this _____ (toothbrush, cereal box, jacket, paintbrush).

Receptive:

toothbrush
cereal box
jacket
paintbrush
have
first

stand
hold
look
teeth
has
next

eat
wear
paint
brush
next to
last

- What do you have?
- What does _____ have? (he, she)
- Who is _____? (first, next, last)
- What's he/she doing _____ (first, next, last)?

Productive:

- I have a _____.
- He/she has a _____.
- He/she is _____ (waking up, brushing his/her teeth, going to school).
- _____ (First, next, last) he/she is ____ (waking up, brushing his/her teeth, going to school).

E.S.L. EXTENDED LESSON

Aim:
To review colors; this/that; these/those. To introduce preposition "on."

Motivation:
Field trip; or teacher shows pictures of trees in the fall; or teacher asks children to talk about what they see outside.

Materials:
different color leaves, pictures of trees, art materials for creating collage based on field trip

Procedures:

- Teacher leads field trip and focuses attention on tree's leaves.
- Teacher empasizes use of this/that.
- Teacher says: Let's look at the leaves.
- Teacher takes a leaf in hand says:
  This is a leaf.
  The leaf in my hand is brown.
  This is a brown leaf.
- Teacher points to leaf on the tree and says:
  The leaf on the tree is green.
  That is a green leaf.
- Teacher asks children: What color is this/that leaf?
- Children collect leaves and take them back to the classroom.

- Teacher empasizes use of these/those.
- Back in the classroom, the children will use their leaves to make a collage of a tree with leaves on the tree and on the ground. As children work, teacher circulates and comments:
  These/those leaves are on the ground.
  What color are these/those leaves?
- Teacher points to trees outside or to pictures on ledge and says:
  Those leaves are on the tree.
  What color are those leaves?

E.S.L. EXTENDED LESSON

Aim:
To be able to sequence three morning activities.
To use present progressive tense: He's _____ing.

Motivation:
Teacher displays a stick figure called Mr. Stretch and says: This is Mr. Stretch. He wants to tell you what he's doing.

Materials:
three pictures of morning activities: waking up, brushing teeth, going to school

Procedure:

- Teacher shows picture of Mr. Stretch waking up and says: He's waking up. What's he doing?
- Student responds: He's waking up.
- Student puts picture on chalkrail in first position.
- Teacher shows picture of Mr. Stretch brushing his teeth and says: He's brushing his teeth. What's he doing?
- Student responds: He's brushing his teeth.
- Student puts picture in next position.
- Teacher shows picture of Mr. Stretch going to school and says: He's going to school. What's he doing?
- Student responds: He's going to school.
- Teacher asks: Is he brushing his teeth?
- Student responds: No, he's not. (etc.)
- Student puts picture next to the other two.
- Teacher asks: Who can tell me what he's doing ____ (first, next, last?)
- Students respond appropriately.
- Teacher mixes up sequence and allows each student to arrange in correct sequence.

Follow-Up:

- Teacher prepares rexograph depicting three activities used in the lesson. child cuts and pastes the pictures in the correct sequence and tells what he/she is doing. e.g., First, he's waking up. Next, he's brushing. Last, he's going to school.
- Children make Morning Activity Book with pictures and captions such as: I'm waking up; I'm washing my face; etc.

Halloween

RATIONALE

Holidays are an important part of the early childhood curriculum. Young children are most aware of holidays which are special to them. In school they begin to expand their understanding of special days and, in celebrating them, learn that some days are special to individuals, to families, to groups, and/or to a nation or nations. By celebrating some of these holidays in school, the children learn about traditions and realize that they are part of a community and a nation. In addition, holiday-related activities can be integrated into all of the curriculum areas communication arts, social studies, mathematics, science, art, and music.

The holiday Halloween was chosen as a theme to be developed in this manual because it has become a part of American culture, it's fun, and it can be related easily to all of the curriculum areas. Halloween comes near the beginning of the school year and can follow the units Getting Acquainted with Each Other and School, The Family and Fall--A Seasonal Change. Many of the skills which have begun to be developed in September and in early October can be developed further in this unit.

Halloween is a time for learning to differentiate between reality and make-believe and to learn that it's fun to pretend. It's a time for learning about customs and about symbols, and for beginning to learn about how traditions develop. It's time for poetry and stories, and for many art activities.

BEGINNING WRITING
- Drawing
- Coloring
- Cutting
- Manipulating Materials
- Eye-hand Coordination
- Writing Names

LISTENING
- Learning New Vocabulary
- Listening to Stories and Poems
- Listening to and Participating in Discussions
- Following Directions

COMMUNICATION ARTS

BEGINNING READING
- Understanding that the Written Word Conveys Meaning
- Experience Charts
- Matching
- Recognizing Signs and Labels
- Left-to-Right Progression
- Visual Discrimination
- Seeing Likenesses and Differences
- Classifying
- Sequence of Events

SPEAKING
- Learning New Vocabulary
- Speaking in Sentences
- Discussing
- Dictating
- Narrating Events in sequence
- Reciting Poems
- Engaging in Dramatic Play

HEALTH AND PHYSICAL EDUCATION
- Rules for Safety
  - Cooking
  - Going on Neighborhood Walk
  - Using Scissors
- Eye-hand Coordination
- Gross and Small Motor Activities
- Nutrition
  - Cooking
  - Food Shopping

HEALTH AND PHYSICAL EDUCATION

MUSIC

MUSIC
- Halloween Parade with Noisemakers
- Singing
- Finger Plays

Halloween

BEST COPY AVAILABLE

SCIENCE

SCIENCE
- Cutting the Pumpkin
  - Discovering with Our Senses
  - Motion
  - Rolling
  - Shape
  - Observing
  - Comparing
- Toasting Pumpkin Seeds
  - How Heat Changes Food
  - Observing
  - Comparing
  - Drawing Inferences
- Planting
- Making Noisemakers
  - Sound

SOCIAL STUDIES

SOCIAL LEARNINGS
- Participating in Discussion
- Planning
- Making Choices and Decisions
- Accepting Class Decisions
- Respecting Individual Preferences
- Taking Turns
- Sharing Materials
- Developing Courteous Behavior

MATHEMATICS

MATHEMATICS
- Size and Shape
- Sorting and Classifying
- Matching
- Seeing Likenesses and Differences
- Spatial Relationships
- One-to-One Correspondence
- Measuring
- Sets
- Cutting the Pumpkin
  - Counting
  - Estimating

ART

ART
- Making Masks and Noisemakers
  - Using Everyday Materials in a Creative Way
  - Using Symbols
  - Appreciation of Color, Design, Texture
  - Drawing
  - Coloring
  - Cutting
  - Pasting
- Field Trip
  - Appreciation of Color and Design
  - Noticing how Things are Arranged and Displayed
  - Noticing Details
  - Painting

THEME
Halloween

LEARNING EXPERIENCE

A Story About Our Favorite Halloween Things

CONTENT AREA
Communication Arts

CONCEPTS

- Certain objects help us to enjoy Halloween.
- What we say can be written.
- Words make up sentences.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS
	Teacher	Children		
The children will: . learn to use new vocabulary. . participate in class discussion. . develop visual discrimination. . develop print awareness.	. introduces the topic of Halloween. . encourages discussion of objects associated with Halloween. . asks the class to choose the five that are most important or special to them. . makes an experience chart with the children by drawing a simple illustration of each of the five Halloween objects chosen and eliciting a sentence about it. . reads chart with children. . underlines the word for each object (Appendix). . makes a word card for each underlined word. . reads word cards with children. . encourages children to find the matching words on the chart.	. participate in class discussions. . make choices. . contribute to experience chart. . use new vocabulary. . watch the teacher write in a left-to-right progession. . read chart with teacher. . read word cards with teacher. . match word cards to underlined words on chart.	Communication Arts: - listening - new vocabulary - left-to-right progession - *distinguishing and matching words - print awareness - comprehension - discussion - reading Health and Physical Education: - gross motor activity Mathematics: - matching - concept of five Science: - observing Social Studies: - accepting group decisions - sharing experiences - following directions	experience chart magic markers blank oaktag cards **VOCABULARY** Jack-o'-lantern ghost cat skeletons goblin witch pumpkin chart choose sentence word match alike-same different underline

SUGGESTED TEACHER QUESTIONS

FOR ENTIRE ACTIVITY

1. What things do we see at Halloween?
2. Which are your favorite Halloween things?
3. What can you tell me about the "Jack-o'-lantern"?
4. How do __________ help us to enjoy Halloween? (Supply appropriate word/s.)
5. Can you match this word to the word on the chart?
6. What are some other ways we can tell about or show Halloween things? (drawing, painting, etc.)

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Do the children use appropriate vocabulary?
- Can the children use a word in a sentence?
- Do the children participate in class discussions?
- Can the children make decisions?
- Can the children distinguish and match words?
- Are the children developing a sense of print awareness?

*SUGGESTED DIRECT INSTRUCTION ACTIVITY

Aim:
To develop skill of distinguishing and matching words.

Motivation:
The teacher asks if the children would like to go on a word treasure hunt.

Materials:
experience chart, envelopes, ten small word cards

Procedure:

- . The teacher attaches five envelopes to the experience chart about Halloween objects. A picture of one of the Halloween objects is on the outside and ten small word cards, each printed with the name of that object, are on the inside.
- . Teacher hides word cards in child-accessible areas of room.
- . Teacher asks five children to go on word treasure hunt.
- . When a card is found, child matches card to underlined word on chart.
- . Child puts correctly matched word in appropriate envelope.
- . Teacher repeats procedure.

Follow-Up:

- . Duplicate experience chart of individual stories for children.
- . The teacher makes a matching game to be used by individual children.

LANGUAGE EMPHASIS FOR THE E.S.L. STUDENT

Following Directions:

- . Don't look.
- . Close your eyes.
- . Open your eyes.
- . Look for the word cards.
- . Put it in the correct envelope.

Jack-o'-lantern
witch
cat
pumpkin
look
word card
envelope
put
open-close
same-different

Receptive:

- . These are word cards.
- . These are the same.
- . These are different.
- . Are they the same?
- . Are they different?
- . Who found a word card?

Productive:

- . Yes, they are. They are the same.
- . No, they're not. They are different.
- . I did.

THEME
Halloween

LEARNING EXPERIENCE

Making Masks

CONTENT AREA
Art

CONCEPTS

- We recognize the customs and symbols of Halloween.
- We have the custom of disguising ourselves for Halloween.
- Pretending is representing ourselves as a person (or thing) other than ourselves.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS
	Teacher	Children		
The children will: . develop eye-hand coordination. . make decisions. . use art media for creative expression.	. leads discussion on Halloween and encourages children to participate. . discusses pretending. . suggests making masks. . shows paper-plate mask. . discusses possible subjects for masks. . discusses safety when wearing masks. . helps each child choose a subject for a mask and decide how mask will be decorated. . supplies materials. . cuts holes for eyes. . assists children to finish masks by attaching string/yarn or a stick to each one.	. listen to and participate in class discussions. . make decisions. . listen to and follow directions, cut, paste, draw, share materials.	Communication Arts: - new vocabulary - listening - discussion - visual discrimination Creative Arts: - aesthetic appreciation - noticing details - cutting, pasting, drawing Health and Physical Education: - scissors safety - masks safety - *eye-hand coordination Mathematics: - size relationships - position - direction - shapes Science: - observing Social Studies: - sharing - taking turns - making choices	paper plates construction paper scissors paste crayons scraps of paper cloth scraps yarn hole puncher flat sticks staples paper-plate masks **VOCABULARY** Jack-o'-lantern skeleton ghost witch goblin cat mask costume over under top bottom

SUGGESTED TEACHER QUESTIONS

FOR ENTIRE ACTIVITY

1. What do you like to do at Halloween? Why?
2. Why do people wear masks on Halloween?
3. Who do you want to pretend to be?
4. How will you make your mask?
5. How will you decorate it?
6. Where do you put the eyes...nose...mouth?
7. What are some other ways we can make masks?
8. How can we pretend to be someone else without using masks?

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Do the children participate in discussions?
- Are the children able to make decisions?
- Do the children follow directions?
- Are the children able to manipulate the materials?
- Do the children position accurate facial features in the correct places?
- Do children understand concept of "pretending"?

*SUGGESTED DIRECT INSTRUCTION ACTIVITY

Aim:
To develop eye-hand coordination.

Motivation:
The teacher asks if the children would like to have a Halloween parade wearing their masks. Would they like to make noisemakers to share when they parade?

Materials:
paper rolls, oaktag circles, scissors, paint, brushes, old newspaper, beans or unpopped corn or rice, tape

Procedure:

. In advance, the teacher asks each child to bring in a paper towel or tissue roll, or supplies these materials as needed.
. The teacher shows a model of the finished product, a noisemaker, and supplies materials.
. The teacher prepares each roll by closing one end with an oaktag circle and taping it.
. The children work in small groups painting their rolls and a second circle.
. When the rolls are dry, the teacher helps each child to put beans/rice/popcorn inside and to close the other end securely.

Follow-Up:

. The children parade wearing their masks and shaking their noisemakers.
. Discussion of masks which help us: oxygen masks, hospital masks, gas masks, ski masks, football helmets, goggles, sleep masks, sunglasses.

LANGUAGE EMPHASIS FOR THE E.S.L. STUDENT

Following Directions:

. Look.
. Listen.
. Pick up your paint brush.
. Paint your _____ (roll, circle).
. Take some _____ (beans, rice, popcorn).
. Put the _____ (beans, rice, popcorn) inside.
. Tape the circle to the roll.
. Shake it.

Receptive:

circle
paint
paintbrush
beans
rice

popcorn
inside
noise
roll
noisemaker

. This is a noisemaker.
. It makes noise.
. What did we make?
. Show me your noisemaker.
. Does it make noise?
. Shake it.
. What are you doing?

Productive:

. We made a noisemaker.
. Yes, it does.
. No, it doesn't.
. I'm shaking my noisemaker.
. I'm making noise.

THEME
Halloween

LEARNING EXPERIENCE

Shopping for a Halloween Party

CONTENT AREA
Social Studies

CONCEPTS

. A supermarket sells many kinds of foods.
. Foods can be classified.
. Money is needed to buy food.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS
	Teacher	Children		
The children will: . relate their school activities and learnings to home and community situations. . develop skills related to gathering and using information: listening, observing, classifying, drawing inferences, making generalizations.	. asks children if they would like to have a Halloween party. . suggests trip to supermarket to shop for the party. . helps the children plan what to buy, quantity, money needed. . makes a shopping list/chart with children. . discusses the kinds of foods found in a supermarket. . discusses trip behavior, safety. . invites parents. . encourages children's observations on trip. . assists children in recalling observations. . makes an experience chart of trip.	. participate in discussions. . plan trip with teacher. . make suggestions and decisions. . read shopping chart/list with teacher. . make observations on trip. . recall observations made on trip. . contribute to experience chart. . read experience chart with teacher.	Communication Arts: - new vocabulary - listening - discussion - recognizing signs and labels - narrating events - reading Creative Arts: - aesthetics: how things are displayed Health and Physical Education: - rules for safety Mathematics: - recognizing numerals - estimating - learning about money - classifying Science: - observing Social Studies: - contributing ideas - making choices - planning - accepting class decisions	chart paper markers **VOCABULARY** supermarket fruit vegetable dairy meat frozen foods shelf/shelves aisle label item price cash register cashier pay shopping list top bottom

SUGGESTED TEACHER QUESTIONS

FOR ENTIRE ACTIVITY

1. What shall we buy for our Halloween party?
2. How much of each item should we buy?
3. How can we find out how much each item costs?
4. Why are some sections of the supermarket cold?
5. In what section of the store would you find butter? apples? frankfurters?
6. What are some of the things we saw (did) on our trip to the supermarket?
7. Where did we find the items that we bought?
8. To whom did we give the money for the food?

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Do the children participate in class discussions?
- Can the children classify objects?
- Can the children make inferences and generalizations?
- Do the children make accurate observations?
- Have the children developed certain non-numerical concepts? (top, bottom, etc.)
- Can the children recall their experiences?
- Do the children exhibit courteous behavior?

*SUGGESTED DIRECT INSTRUCTION ACTIVITY

Aim:
To develop classification skills.

Motivation:
The teacher asks if the children would like to make a supermarket game for the class.

Materials:
pocket charts made from oaktag (Appendix), oaktag cards, magazines, scissors, paste

Procedure:

- The teacher works with a small group of children.
- The teacher displays the pocket charts. Each one is labeled with a different section of a supermarket and a picture of something that belongs in the section.
- The group decides which sections to work on. The children look through magazines and cut out small pictures of the foods that would go in those sections.
- They paste the pictures on small oaktag cards and put in appropriate section of pocket chart.
- This process is repeated with other groups.

Follow-Up:

- Individual children or small groups of children can play with the finished game by mixing all the cards and then placing each one on the proper "supermarket shelf."
- Set up a supermarket with empty boxes and cans for dramatic play.
- Make a supermarket mural with crayons, magic markers, paint, etc.

LANGUAGE EMPHASIS FOR THE E.S.L. STUDENT

Following Directions:

- Open the magazine.
- Look for pictures of food.
- Cut out the pictures.
- Paste.
- Where does it belong?
- Put it on the shelf.

Receptive:

- This is our supermarket.
- This is a shelf in the supermarket.
- Let's go shopping.
- What do you want/need?
- Fruit.
- Vegetable.
- What is it?
- Is ______ (name of food) a fruit or vegetable?
- What do you have?

Productive:

- I need some money.
- I want some _____ (fruits, vegetables).
- It's a (name of food).
- I have (name of food).

THEME
Halloween

LEARNING EXPERIENCE
Cutting the Pumpkin

CONTENT AREA
Science

CONCEPTS

- The pumpkin has many properties.
- We find out about the world through our senses.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS
The children will: • use their senses to make discoveries. • use appropriate descriptive vocabulary.	Teacher • introduces topic of pumpkin; shows pumpkin to children. • gives pumpkin to children to feel, lift. • asks questions to stimulate discussion. • cuts the pumpkin, the insides, and demonstrates how to separate the seeds from the pulp. • provides each child with an opportunity to look, feel, and smell at each stage of the process and to participate in the activity. • makes an experience chart with the children about the activity. • reads chart with children.	Children • listen to and participate in the discussion. • participate in scooping out the pulp and seeds. • help to separate the seeds from the pulp. • look, smell, touch. • describe their reactions. • help to wash the seeds. • relate the experience in logical order.	Communication Arts: - new vocabulary - listening - discussion - sequence of events - following directions - reading Health and Physical Education: - safety rules - eye-hand coordination - small motor activities Mathematics: - estimating - developing concepts: outside/inside; few/many - shapes Science: - *observing - identifying - hypothesizing Social Studies: - participating in class activity - taking turns	pumpkin knife large spoon plates containers water tray paper towels **VOCABULARY** Halloween pumpkin round orange pulp seeds smooth hard/soft slippery slimy heavy light heavier lighter few many wet dry

SUGGESTED TEACHER QUESTIONS

FOR ENTIRE ACTIVITY

1. What shape is the pumpkin?
2. What color is it?
3. How does the outside feel?
4. What do you think the inside will be like?
5. Is the pumpkin heavy or light?
6. Will it be heavier or lighter after we take out the pulp and seeds? How can we find out?
7. How do the (seeds, pulp) look, feel, smell?
8. What can we do with the seeds?

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Do the children observe carefully?
- Do the children use specific vocabulary to describe what they smell, see, and feel?
- Can the children follow simple directions?
- Do the children work well together?
- Can the children relate experiences in a logical sequence?

*SUGGESTED DIRECT INSTRUCTION ACTIVITY

Aim:
To observe that heat causes changes in foods.

Motivation:
Ask the children if they have ever eaten pumpkin seeds. Would they like to prepare the seeds for eating?

Materials:
seeds from the pumpkin that was cut, butter, hot plate, frying pan, large spoon, paper towels, paper cups or paper baking cups

Procedure:
- The teacher writes a simple recipe for toasting or frying the seeds on a chart.
- The teacher and the children discuss rules for safety.
- Butter is put in the pan. The teacher asks questions about it: What color is it? What will the heat do to it? What will happen to the seeds when they are put in the pan?
- The butter is melted and shown to the children.
- The teacher puts the seeds in the pan and toasts them.
- Teacher asks children to describe the changes in the foods as they are heated.
- Each child receives a toasted seed and an untoasted seed and compares how they look, feel, and taste.

Follow-Up:
- Making a Jack-o'-lantern from the pumpkin that was cut.
- Cutting other fruit and comparing seeds.
- Growing seeds.

LANGUAGE EMPHASIS FOR THE E.S.L. STUDENT

Following Directions:
- Look. Wait.
- Don't touch.
- Look at the ____ (pan, seeds).
- Feel and touch the seeds.
- Taste the seeds.

Receptive:

seeds	look	hot	wet
butter	feel	white	dry
pan	touch	melting	same
taste	frying	different	

- This is the pan.
- The pan is hot.
- This is the butter; what color is it?
- I'm putting butter in the pan.
- What is happening to the butter? Why?
- These are seeds.
- What color are they?
- I'm putting the seeds in the pan.
- I'm frying the seeds.
- Look at the seeds. (Toasted and untoasted).
- What color are they now?
- Are they the same/different?
- Taste the seeds.
- Do they taste good?
- Which one did you like?

Productive:
- It's (yellow, melting, hot).
- They're white. They're brown. They are different.
- They were hot.
- Now they are brown.
- They are ____ (wet, dry).
- Yes/No.
- This seed tastes good. It is cooked.

THEME
Halloween

LEARNING EXPERIENCE
Flannel Board Mathematics

CONTENT AREA
Mathematics

CONCEPTS
- Sets can be compared by matching members of one set with those of another.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS
	Teacher	Children		
The children will: • learn to perceive and name the number of objects in sets of one, two, and three (or more) objects. • learn to match a set of one, two, three (or more) objects with a set of related objects.	• prepares materials. • places two or three Jack-o'-lanterns and candles on flannel board. • elicits from the children whether or not there is a candle for each Jack-o'-lantern. • repeats with witches and brooms. • asks children to match one object in each set with one in the corresponding set, and to use a piece of yarn between them. • encourages children to compare the number of objects in each set. • repeats the process with two more sets.	• observe two sets of one, two and three or more objects. • name the number of objects in each set. • match the objects in each set on a one-to-one basis. • compare the number of objects in each set and note whether the second set has more, fewer, or the same number of objects as the first.	Communication Arts: - new vocabulary - listening - left-to-right progession - following directions Creative Arts: - using symbols Health and Physical Education: - development of eye-hand coordination manipulating materials Mathematics: - *one-to-one correspondence - classification - non-numerical concepts - number names Science: - observing - comparing - seeing relationships Social Studies: - engaging in group discussions - taking turns	pictures flannel board felt shapes of witches, Jack-o'-lanterns, candles, brooms figures yarn **VOCABULARY** set match connect compare member enough not enough more fewer different same number as equal to equivalent

SUGGESTED TEACHER QUESTIONS

FOR ENTIRE ACTIVITY

1. Are there enough candles for each Jack-o'-lantern?
2. How many witches are in each set?
3. How can we connect each witch to a broom using a piece of yarn?
4. Does each set have the same number of members?

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Can the children name the number of objects in a set without counting?
- Can the children match objects on a one-to-one basis?
- Can the children compare the number of objects in two sets?
- Do the children use appropriate vocabulary to compare the number of objects in sets?

*SUGGESTED DIRECT INSTRUCTION ACTIVITY

Aim:
To continue to develop an understanding of one-to-one correspondence.

Motivation:
The teacher hangs a "clothesline" and asks the children if they can guess what will hang on the line.

Materials:
string, clothespins, small cards with pictures of sets, chart

Procedure:

. The teacher attaches several clothespins to the line. Each clothespin has glued to it a picture of a set of black hats or white sheets.

. The teacher displays a round "pie" chart. In each slice of the pie is a set of faces or a set of stick figures.

. The teacher tells the children that each set of faces represents a group of witches who have washed their hats and that each set of stick figures represents a group of ghosts who have washed their sheets. Now that the hats and sheets are dry, they need to be returned to their owners.

. The children take turns taking the "wash" from the line and clipping each set of objects to its matching set.

Follow-Up:

. Individual matching set games can be made.

. When children make Halloween decorations, sets of decorations can be matched to sets of children.

LANGUAGE EMPHASIS FOR THE E.S.L. STUDENT

Following Directions:

. Look at the pictures.
. Show me a set of _____ (witches, ghosts).
. Show me a set of _____ (hats, sheets).
. Take a sheet; take a hat to match.

Receptive:

pictures
witches
hats
sheets
set
line
show
washed
dry

. These are _____ (witches, ghosts).
. The _____ (witches, ghosts) washed their hats.
. The _____ (witches, ghosts) washed their sheets.
. Let's put the hats on this line to dry.
. Let's put the sheets on that line dry.
. What do you have?
. Where does it belong?
. What color is the _____ (witch's, ghost's) sheet?
. What color is her/his hat?

Productive:

. I have a _____ (hat, sheet).
. It belongs on this/that line.
. This is a _____ (witch, ghost).
. This witch has a (name of color) sheet.
. Her/his hat is (name of color) too.
. This ghost has a (name of color) sheet.
. His/her hat is (name of color) too.

E.S.L. EXTENDED LESSON

Aim:
To be able to classify fruits and vegetables, and to use descriptive adjectives.

Motivation:
We're going to play a Bingo game today.

Materials:
pictures of fruits and vegetables, bingo card with pictures of fruits and vegetables

Procedure:
. Play Bingo game.
. Teacher: Cover the small red fruit (cherry).
. Teacher: What did you cover?
. Student: The cherry.
. Proceed until someone has covered all pictures and calls out Bingo.

Follow-Up:
. Make a salad naming all vegetables.
. Make a fruit salad naming all fruits.

E.S.L. EXTENDED LESSON

Aim:
To be able to differentiate smells.

Motivation:
Take 4 orange juice cans for each smell, place "smells" inside; tape on lids. Discuss with children how they can find out what is in the 4 cans with lids.

Materials:
4 orange juice cans with removable lids (suggested smells: coffee, garlic, cheese, perfume)

Procedure:

. Teacher gathers a small group together and says:
  Today we are going to use our noses.
. Teacher points to nose and says:
  There is something in this can that smells.
  Can you smell it?
. Teacher directs pupils: Smell this. (Teacher passes can around.)
. Teacher takes another can with the same smell and says:
  Here is something else that smells.
  Does it smell the same?
  Do they smell the same?
. Group responds: Yes, they do.
. Teacher asks:
  Are you sure?
  Did you use your nose?
  (Child's name), are they really the same?
. Pupil responds: Yes, they are the same.
. Teacher says: Let's open the cans.
  Are they the same?
  What is it?
. Teacher picks up unmatched pair and says:
  Smell these.
  Are they different?
. Pupil responds: Yes, they're different.

Follow-Up:

. Teacher provides different smells and says:
  Do you like this smell?
  Yes, I do. No, I don't.
. Teacher asks: What do you think is in the can?

○

Hats

RATIONALE

Hats is an exciting theme for Kindergarten children that can be presented at any time during the school year. Many children have already had many first-hand experiences with hats; therefore, it is an easy task for the teacher to stimulate interest and new learnings through this theme. Hats are a recognizable and familiar element in the child's home and neighborhood. The theme provides a natural stepping stone between the experiences the child brings from home and the skills and concepts introduced in school. Hats encourages the development of the individual by releasing the child's creative expression. What person, young or old, hasn't experienced a transformation when trying on a hat!

Hats provides children with opportunities for building self-esteem while interacting with others. In addition, Hats will broaden the child's understanding of cultural traditions, community helpers, health issues, career roles, and sports.

This theme provides good opportunities for the teacher to talk about relevant health issues such as head lice and scalp diseases. Discussions should be held to make the children aware of ways they can prevent contracting or spreading disease and vermin. For instance, hats, as well as combs and brushes, are personal objects which should not be shared under any circumstances.

BEGINNING WRITING
- manipulating
- drawing
- painting
- cutting

SPEAKING
- discussion
- children's dictation
- sharing
- speaking in simple sentences
- role-playing
- creative expression

COMMUNICATION ARTS

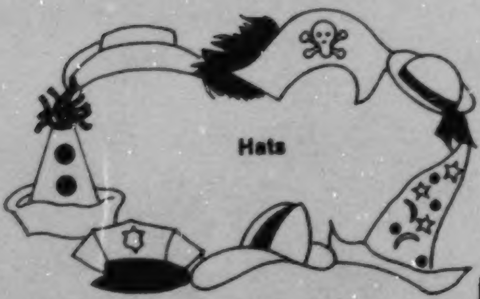
BEGINNING READING
- experimenting
- labeling
- name recognition
- left-right progression
- sequencing
- word recognition
- library
- sorting
- classifying
- discussion
- children's dictation
- visual discrimination

LISTENING
- discussion
- story time/literature
- listening
- auditory discrimination
- appreciating literature

INDOOR
- marching in a parade
- large muscle movement

HEALTH AND PHYSICAL EDUCATION

OUTDOOR
- neighborhood walk



RHYTHMIC ACTIVITIES
- parading
- marching
- creative movement

MUSIC

SINGING
- singing to movement

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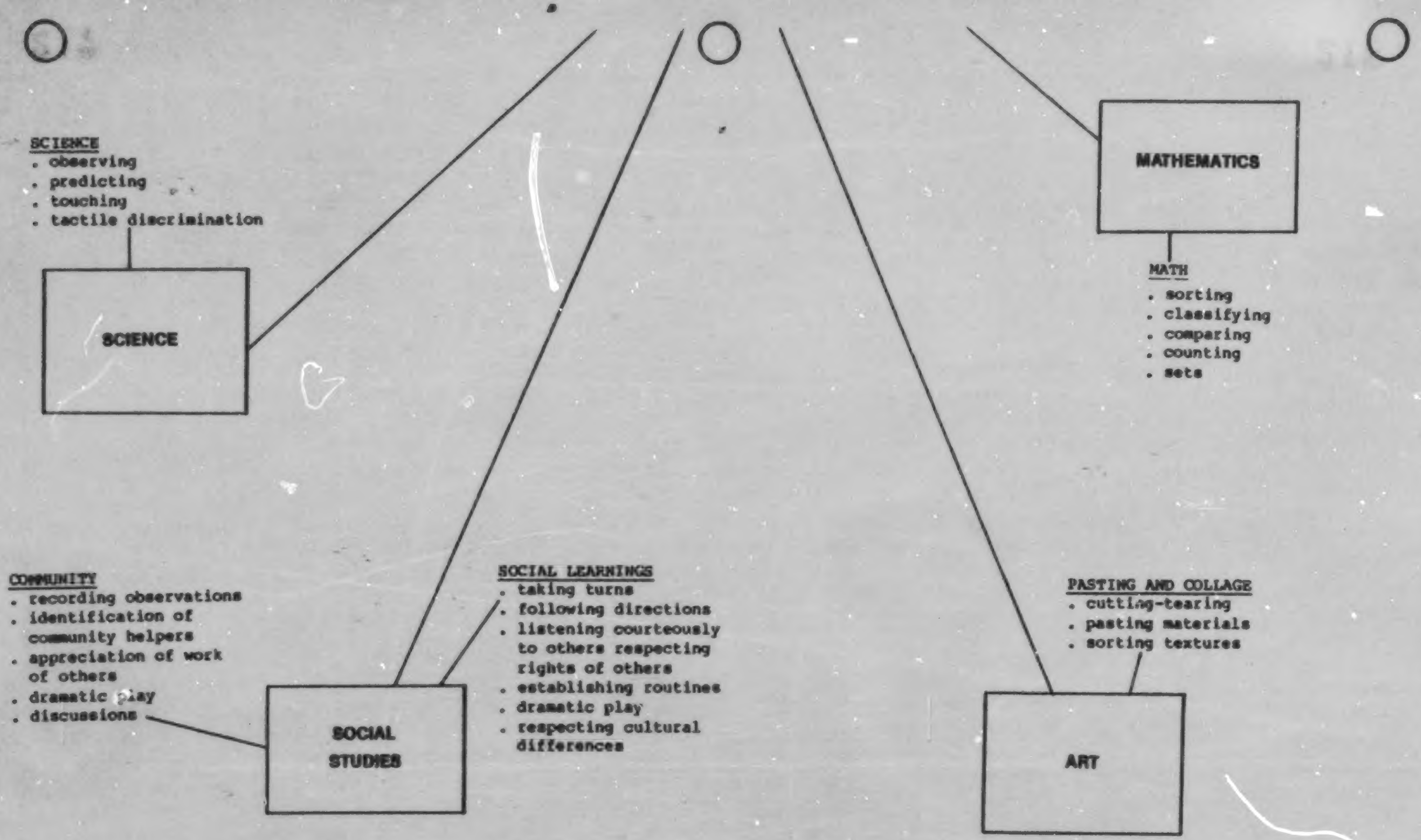


SCIENCE
- observing
- predicting
- touching
- tactile discrimination

SCIENCE

MATHEMATICS

MATH
- sorting
- classifying
- comparing
- counting
- sets

COMMUNITY
- recording observations
- identification of community helpers
- appreciation of work of others
- dramatic play
- discussions

SOCIAL STUDIES

SOCIAL LEARNINGS
- taking turns
- following directions
- listening courteously to others respecting rights of others
- establishing routines
- dramatic play
- respecting cultural differences

PASTING AND COLLAGE
- cutting-tearing
- pasting materials
- sorting textures

ART

THEME
Hats

LEARNING EXPERIENCE

Hats All Around Us

CONTENT AREA
Social Studies

CONCEPTS

- People wear hats for protection from weather and accidents.
- Jobs, recreation, and cultural/ethnic affiliations may determine the kinds of hats people wear.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS
	Teacher	Children		
The children will: . be able to name and identify different kinds of hats. . understand and discuss the functions of different kinds of hats. . recognize hats as symbols of particular people, e.g., firefighter: helmet	. plans trip to see hats worn in the neighborhood. . holds a discussion with the class--prior to the trip. . records childrens' predictions on chart paper. . invites parents to come on trip and act as recorders of children's observations. . conducts tour of designated neighborhood area. . holds post-trip discussion. . has children compare the list of predictions with what they actually saw on the trip. . plans, with children, additional trips to places where hats may be seen. (Department store, hat store, etc.)	. discuss hats they have worn to school and other hats they wear. . predict kinds of hats they will see in the neighborhood. . observe hats worn by people in the neighborhood. . discuss hats they saw and compare them to their predictions. . make suggestions for additional trips.	Communication Arts: - new vocabulary - reading - discussion - listening - *visual discrimination - following directions Health and Physical Education: - walking outdoors - moving safely as a group in the neighborhood Mathematics: - one-to-one correspondence - classification Science: - observation - predicting Social Studies: - respecting rights of others - planning - contributing ideas	different kinds of hats chart paper markers pictures of hats magazines **VOCABULARY** head hat cap helmet bonnet rain hat sun hat chef's hat beret yarmulke bandana baseball cap jockey's cap painter's cap shade warmth protection ear muffs crown

SUGGESTED TEACHER QUESTIONS

FOR ENTIRE ACTIVITY

1. Who wore a hat or a cap to school today?
2. Why do we wear hats?
3. What other hats do you have at home?
4. What kind of hat would you wear to play football?
5. When else would you wear a helmet?
6. What hats do you think you'll see as we walk around the neighborhood?
7. What kinds of hats did we see that are not on the list?
8. Where can we go to see more hats?

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Can the children name different kinds of hats?
- Can the children identify their uses?
- Can the children contribute to the discussion by commenting and/or making predictions?
- Can the children follow directions?
- Do the children participate in the game?

*SUGGESTED DIRECT INSTRUCTION ACTIVITY

Aim:
To develop visual discrimination through object identification and appropriate matching.

Motivation:
Teacher asks children to recall hats they saw on the field trip.

Materials:
cut-out hats that have each been mounted on oaktag and attached to a stick.

Procedure:

- Teacher directs the children's attention to each cut-out mounted hat, and says, "Which community worker would wear this hat?"
- Elicits responses from the children.
- Teacher acts out one community worker with gestures showing some activities in which that worker engages, then asks the children to select the appropriate mounted, cut out hat for that worker.
- Children then pantomime the actions of other community workers.
- Children match appropriate hats to the workers by asking variations of the question, "Does this hat belong to you?"

Follow-Up:

- Children make individual "Hat Books."
- Set up a "Hat Factory."
- Invite community workers (firefighter, police officer) to the class to discuss the design and function of their hats.

LANGUAGE EMPHASIS FOR THE E.S.L. STUDENT

Following Directions:

- Look.
- Match hat to worker.

Receptive:

names of community workers
hat hats cap

- Whose hat is this?
- Is this the (name of worker's) hat?
- Guess who I am?
- Are you a (name of worker)?
- Is this your hat?

Productive:

- It's the (name of worker's) hat.
- Yes, it is. No, it isn't.
- You are a (name of worker).
- Yes, I am. No, I'm not.
- Yes, this is my hat.
- No, this is the (name of (worker's) hat.
- That is my hat. May I have it?

THEME
Hats

LEARNING EXPERIENCE

Developing a Hat Center

CONTENT AREA
Communication Arts

CONCEPTS

- Hats serve a variety of purposes, e.g., need, function, aesthetics.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS
	Teacher	Children		
The children will: . form associations between hats and individuals who wear them. . categorize. . use fine motor skills.	. sets up "Hats" interest center in classroom. Center contains labeled caps, bonnets, helmets, crowns, headgear; boxes labeled with same words; magazines. . introduces center to children. Reads labels with children. . asks children to cut pictures of hats from magazines and paste each hat on a separate piece of paper. . assists children in writing their names on papers. . asks children to name hats and place them in appropriate boxes. . conducts group discussions on contents of boxes: names of hats, uses.	. explore "Hats" interest center during school day--observing, touching, discussing. . read labels on hats and on boxes. . choose pictures from magazines, cut and paste. . write own name on paper. . name hats and place in appropriate boxes. . participate in discussions.	Communication Arts: - reading - writing - discussion - categorizing - developing sight vocabulary Creative Arts: - cutting - pasting Health and Physical Education: - fine motor skills Mathematics: - classifying Science: - observing - *touching Social Studies: - participating in discussion - sharing ideas	variety of hats boxes labels for boxes and hats magazines scissors paste paper **VOCABULARY** cap bonnet helmet crown headgear protection safety warm

SUGGESTED TEACHER QUESTIONS

FOR ENTIRE ACTIVITY

1. Let's read the words on the hats. on the boxes.
2. How can you tell that the hat you cut out and pasted is a cap? helmet? bonnet?
3. Into which box will you place the hat?
4. Why do people wear helmets/bonnets?

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Did the children choose appropriate pictures for "Hats" boxes?
- Were the children able to name the hats?
- Which children were able to read the labels independently?
- Were the children able to describe the different kinds of hats and their uses?

*SUGGESTED DIRECT INSTRUCTION ACTIVITY

Aim:
To discover properties of objects through the sense of touch.

Motivation:
Teacher asks children to put hats from interest center into a large bag. Teacher says, "We're going to play a game called "Touch and Tell."

Materials:
Hats of varying textures, large paper or plastic bag, chart paper, blindfold

Procedure:

- Teacher asks child with blindfold to select a hat from the bag.
- Child selects hat.
- Teacher asks child to touch, rub, squeeze hat.
- Teacher asks child to tell how it feels. Assists child by asking questions, e.g., Is it soft; rough; furry?
- As child responds, teacher records descriptive words on chart: "Our Hats Feel ________."
- After all children have had a turn, teacher and children read the descriptive words on the chart.

Follow-Up:

- Children are asked to bring in material to tape next to the appropriate descriptive word on the chart.
- Children can make individual books, e.g., "My Soft Things," "My Furry Things."

LANGUAGE EMPHASIS FOR THE E.S.L. STUDENT

Following Directions:

- Touch the hat.
- Pick out (name of object).

Receptive:

names of objects
names of the different materials

- It's a (paper) hat.
- Pick out an object made of (same texture as hat).
- Is this a (paper) basket?

Productive:

- This is a (book).
- It's a (cloth) book.
- It's not a (paper) basket.
- It's a (straw) basket.

THEME
Hats

LEARNING EXPERIENCE

Dramatizing a Nursery Rhyme or Story

CONTENT AREA
Communication Arts

CONCEPTS

- Stories have specific structures.
- Authors use various techniques to develop story characters.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS
	Teacher	Children		
The children will: . recall sequence of events of a rhyme or story. . acquire understanding of "characters" in a story. . develop interpersonal skill of showing appreciation of others' efforts through group participation.	. reads familiar nursery rhyme or story in which characters wear hats; e.g., Little Red Riding Hood, Old King Cole, Peter Pan, Snow White and the Seven Dwarfs, The Cat In the Hat, Caps for Sale. . discusses: what a character is in a story; types of hats worn by characters; how hats help define characters. . elicits responses through questioning. . suggests children take turns dramatizing rhyme/story using hats to portray characters. . assists children to recall sequence of events in rhyme/story.	. listen to rhyme/story. . participate in discussion. . recall sequence of rhyme/story. . choose characters to portray. . dramatize rhyme/story using hats as props. . observe the actions of others.	Communication Arts: - listening - speaking - discussion - dramatizing - recalling sequence of events - appreciating literature - *creative expression Health and Physical Education: - movement Music: - creative movement Social Studies: - contributing to discussion - sharing ideas - making decisions - appreciating contributions of others	- story book or nursery rhymes in which characters wear hats - construction paper or crepe paper hats worn by characters in story/rhyme **VOCABULARY** hat hood crown bonnet cap character pretend

SUGGESTED TEACHER QUESTIONS

FOR ENTIRE ACTIVITY

1. What kind of hat did (character) wear?
2. Why do you think (character) wore a hat?
3. How did (character) use the hat in the rhyme/story?
4. What would have happened if (character) had not worn a hat?
5. How can you use a hat when you are pretending?
6. Who would like to pretend to be (character) using a paper hat?
7. What happened first in the story?
8. What happened next?

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Did children appear to listen to rhyme/story with interest and enjoyment?
- Were children able to describe the character?
- Did the children show an understanding of the role the hats played in character development and story plot?
- Did the children's discussion indicate understanding of "pretending"?
- Did the children's dramatizations illustrate their understanding of the character?

*SUGGESTED DIRECT INSTRUCTION ACTIVITY

Aim:
To develop creativity by manipulating materials, colors, shapes and designs.

Motivation:
Teacher will read a story about hats or refer to stories already read. Teacher says to the children, "Today we're going to make our very own hats."

Materials:
construction paper, pre-cut shapes, glue, crayons, scissors, chart paper, string, elastic, paper plates, assorted "junk" items

Procedure:
- Teacher displays a homemade paper plate hat and asks: "What materials will you need to make a paper plate hat?"
- Teacher lists children's responses on chart paper.
- Children gather materials, cut, paste and decorate their hats independently.
- Children describe their hats.

Follow-Up:
- Children dictate sentences about their hats. Hats and dictated sentences may be attached to bulletin boards.
- Teacher develops an experience chart with the children about the hats they made.
- Children can participate in a hat parade (Appendix).

LANGUAGE EMPHASIS FOR THE E.S.L. STUDENT

Following Directions:
- Go to the table.
- Take materials for your hat.

Receptive:

glue
shapes
paper
scissors
crayons
plate
paper
string
materials.

- What are you doing? Are you cutting? What materials did you use?
- Did you use any _____?

Productive:
- You used _____ and _____ on your hat.
- I am __________ (cutting, pasting, etc.)
- I used _____ and _____ and _____ on my hat.
- Yes I did. No, I didn't.

THEME
Hats

LEARNING EXPERIENCE
Looking at Hats

CONTENT AREA
Mathematics

CONCEPTS

- Hats have meaning.
- People wear hats for many different reasons: work, play, protection.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS
	Teacher	Children		
The children will: . count the number of objects in a set. . identify the function of some hats. . categorize the hats according to size, color.	. provides a variety of hats (baseball, football, firefighter, cowboy, party, etc.) . encourages and guides a discussion about the hats. . assists children in counting hats in various sets from 1 to 5. . succeeding activities: assist children to classify hats by color, size, use.	. talk about the hats. . identify the different hats. . identify the people who wear the hats. . discuss when the hats are worn and why. . sort the hats according to color, size and use. . count the hats in the sets. . succeeding activities: classify hats by color, size, use.	Communication Arts: - listening - new vocabulary - classification skills - expression of ideas Creative Arts: - color words Health and Physical Education: - to develop the ability to see likenesses and differences in objects Mathematics: - counting - *classifying - comparing Science: - observing Social Studies: - taking turns - following directions - learning to listen to others	different hats **VOCABULARY** large/small on/off color names number words play work sun hat birthday hat clown's hat, (names of other types of hats)

SUGGESTED TEACHER QUESTIONS

FOR ENTIRE ACTIVITY

1. What kind of hat is this?
2. What kind of hats do you have at home?
3. Where have you ever seen hats like these before?
4. Who wears this hat?
5. Why do you think this hat is worn?

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Are the children participating in the classroom discussion?
- Can the children see similarities and differences in size, color and use of the hats?
- Can the children recognize the number of objects in a set?

*SUGGESTED DIRECT INSTRUCTION ACTIVITY

Aim:
To classify things according to size.

Motivation:
Read a story about large and small.

Materials:
small and large paper hats (pre-cut), pictures of large and small animals, tape on back of hats, words to song, "Hat Song" (Appendix).

Procedure:

- Teacher distributes one large and one small hat to each child.
- He/She displays and identifies pictures of large and small animals.
- Children group animals according to size.
- Teacher introduces song and demonstrates how to participate.
- Teacher sings and child responds by taping hat on appropriate figure.
- After song, teacher asks: Where is the hat?
- Child responds, The (large/small) hat is on the (large/small) (animal name).

Follow-Up:

- Have a box with a medium-size hole on top and some objects in assorted sizes. Children try to fit each object through hole. Teacher asks: Does it fit? Child responds: No it doesn't. It's too (large/small).
- Have the children cut pictures to place on a bulletin board labeled LARGE and SMALL Things.

LANGUAGE EMPHASIS FOR THE E.S.L. STUDENT

Following Directions:

- Put the (large) hat on a (large) animal.

Receptive:

large small animal names

- What is (large/small)?
- Is it a large (name of animal) or a small (name of animal)?
- What do you have?
- Which animals are (large/small)?
- Where did you put the (large/small) hat?

Productive:

- The (name of animal) is (large/small).
- It's a (large/small) (name of animal).
- I have a large hat and a small hat.
- The (name of animal) is (large/small).
- I put the (large/small) hat on the (large/small) (name of animal).

E.S.L. EXTENDED LESSON

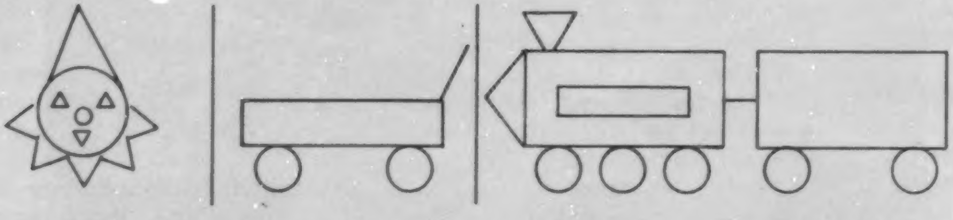
Aim:
To identify and recognize various shapes (circles, square, triangle, rectangle); to use shapes of various colors and sizes to make a picture.

Motivation:
Have a box of pre-cut shapes available. Show a shape. Say: What is this? What color is it? Find a _____ in the box.

Materials:
paper, pre-cut shapes in various colors and sizes.

Procedure:

- Teacher displays pictures made with various geometric shapes.



- Teacher holds up a circle and says: This is a circle. Can you find a circle in the picture? Child will trace the shape in the picture with one finger. Repeat this procedure with different shapes.
- Teacher says: Today we're going to make pictures using different shapes. Think of a picture you want to make. Take the materials for your picture. Make a picture.
- As children work, teacher asks: What are you doing?"
- Teacher asks the children to share their pictures and tell what they made.
- Teacher asks: What did you make? What materials did you use?

Follow-Up:

- Repeat the activity but allow the children to trace patterns of different shapes and cut them out.
- Have children make finger-walking puppets using shapes.
- Have children make a SHAPE BOOK, by cutting pictures and finding the different shapes in the pictures. They trace the shapes with a marker.

E.S.L. EXTENDED LESSON

Aim:

To name and locate parts of the body (head, shoulder, back, hand, knee, lap) through a chant

Motivation:

Today we're going to learn a song using six parts of our body. We will also use our paper plate hats to act out the song.

Materials:

paper plate hats

Procedure:

- Teacher will direct children to place hats on their chairs.
- Teacher/Children: Neat Officer Spat lost his hat. (Children walk around and pretend to look for a hat.)
- Teacher/Children: He couldn't find it anywhere, his nice old hat. (Children walk around the room slowly.)
- He walked down High Street and everybody said... (Children place hats on part of the body indicated by the teacher and continue with song.)
- Silly Officer Spat you've got it on your _____ (head, back, shoulder, hand, knee, lap).

Follow-Up:

- Reinforce parts of the body through the following patterns:
  Teacher: Where is my hat?
  Child: Your hat is on your head.
  Teacher: Is that your hat?
  Child: Yes, it's mine.
  Teacher: Where is your hat?
  Child: My hat is on my _____ (lap, head, etc.).

Chant from: Donnelly, Joan. REACH OUT - WHO? Level One,
New York: Macmillan Publishing Co., Inc. 1982.

Ships and Boats

RATIONALE

Ships and Boats can be an exciting theme for New York City youngsters because of the accessibility to the waterways that lead into New York Harbor. Waterfront parks give New Yorkers recreational areas and spectacular vantage points from which to view oceanbound ships, tugs and barges, small pleasure craft and commercial cargo ships.

Since Ships and Boats is an integral part of the real and "make-believe" world of many five-year olds in our city, it seems natural for the Kindergarten teacher to expand and enrich this familiar theme. There are many significant learnings that can take place, whether the activity involves floating or sinking a homemade boat in a basin of water or simply watching a majestic oceanliner glide through a deep channel of water.

COMMUNICATION ARTS

LISTENING
- Poetry/Songs/ Literature
- Listening to Personal Narratives
- Directions
- Purposeful Listening: Answering Questions for Information
- Story Tape

SPEAKING
- Recalling and Describing Field Trips
- Verbalizing New Vocabulary
- Expressing Feelings, Likes and Dislikes
- Making Choices
- One-to-One Discussions with Teacher and Others
- Small Group Activities
- Reviewing Experience Charts
- Dictating Sentences to Teacher
- Reporting to Parents at Home
- Roleplay Tour Guide
- Discuss Pictures and Books About Boats/Ships
- Describe Toys, Articles From Home
- Personal Narratives
- Reacting to Science Experiments
- Repeating Words to Songs and Poems
- Reciting Poetry
- Interviewing Workers

BEGINNING READING
- Experience Charts
- Labeling of Ships/Boats
- Left Right Progression
- Recipe Chart
- Sequencing Activities
- Nautical Books in Library
- Sorting and Classifying Vessels
- Describing Pictures
- Dictating Stories
- Print Awareness in Environment
- Activities that Indicate that Print has Meaning and Function
- Composite Recipe Books
- Big Books
- Wordless Books
- Poetry On Chart

BEGINNING WRITING
- Plan Use of Space
- Visual Discrimation: Art Activities
- Making Choices: Colors, Textures
- Informal Writing: Invented Spelling
- Formal Writing: Charts, Graphs, Stories, Recipes
- Cutting and Pasting
- Drawing
- Construction of Model Boats
- Labeling Boats/Ships

MUSIC

SINGING
- Learning a Song
- Reviewing Familiar Songs

APRECIATION
- Listening to Music
- Listening to Others Sing

HEALTH AND PHYSICAL EDUCATION

NUTRITION
- Cooking
- Field Trip to Supermarket, Fish Store, Fishing Port
- Boat-Shaped, Sandwiches

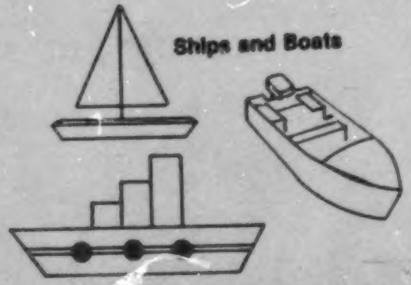
FINE MOTOR SKILLS
- Construction of Boats/Ships
- Cut and Paste
- Science Experiment
- Cooking

EXERCISE/WORK
- Field Trip: Dock Workers, Laborers

RECREATIONAL ACTIVITIES
- Families Enjoy Fishing, Boating, Sailing

GROSS MOTOR SKILLS
- Setting the Table
- Block Play-Boats
- Pantomiming Song
- Boat Play: Directionability, Speed

SAFETY
- Water Safety Discussion
- Following Directions



Ships and Boats

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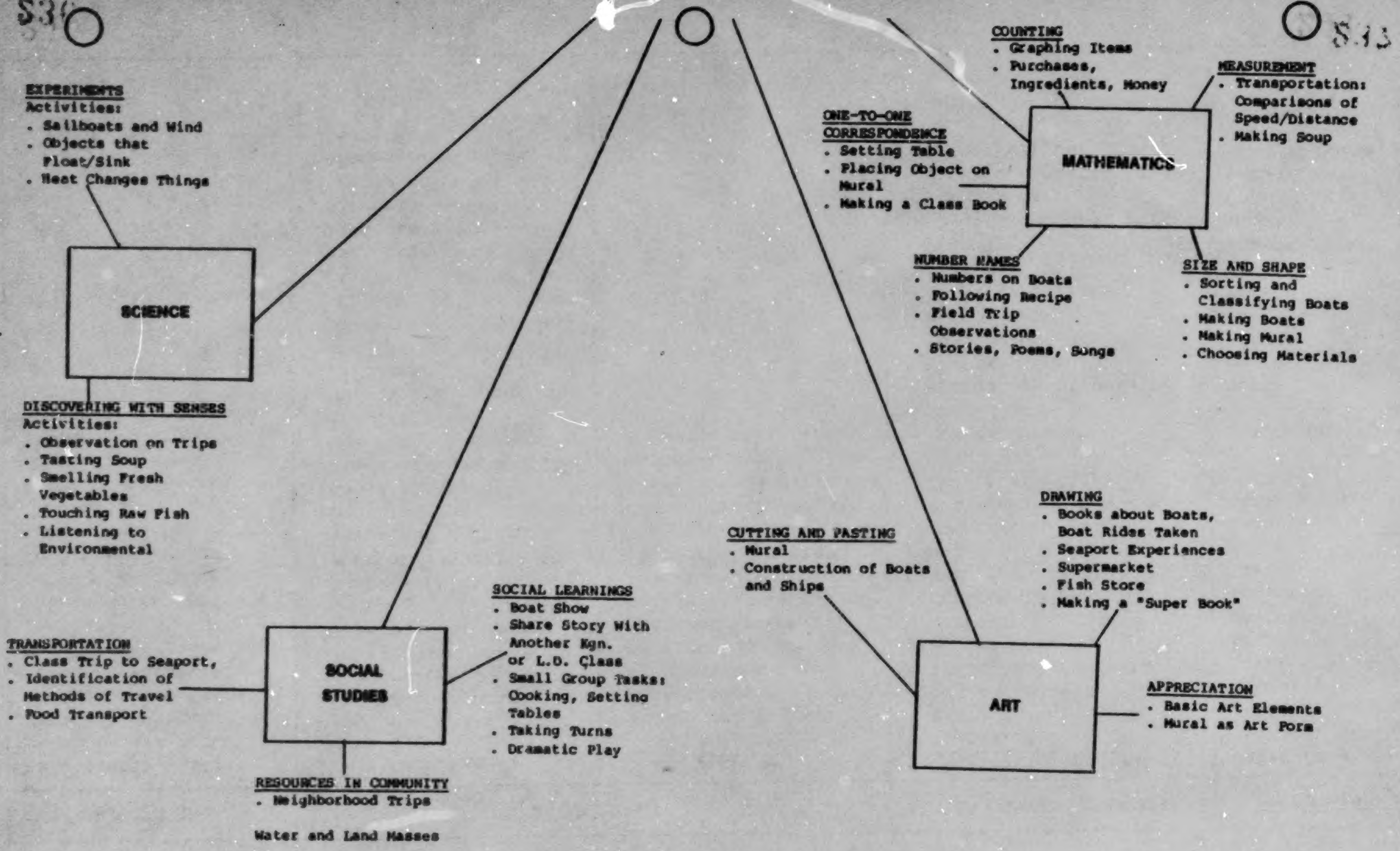

SCIENCE

EXPERIMENTS
Activities:
- Sailboats and Wind
- Objects that Float/Sink
- Heat Changes Things

DISCOVERING WITH SENSES
Activities:
- Observation on Trips
- Tasting Soup
- Smelling Fresh Vegetables
- Touching Raw Fish
- Listening to Environmental

MATHEMATICS

COUNTING
- Graphing Items
- Purchases, Ingredients, Money

MEASUREMENT
- Transportation: Comparisons of Speed/Distance
- Making Soup

ONE-TO-ONE CORRESPONDENCE
- Setting Table
- Placing Object on Mural
- Making a Class Book

NUMBER NAMES
- Numbers on Boats
- Following Recipe
- Field Trip Observations
- Stories, Poems, Songs

SIZE AND SHAPE
- Sorting and Classifying Boats
- Making Boats
- Making Mural
- Choosing Materials

SOCIAL STUDIES

TRANSPORTATION
- Class Trip to Seaport,
- Identification of Methods of Travel
- Food Transport

SOCIAL LEARNINGS
- Boat Show
- Share Story With Another Kgn. or L.D. Class
- Small Group Tasks: Cooking, Setting Tables
- Taking Turns
- Dramatic Play

RESOURCES IN COMMUNITY
- Neighborhood Trips

Water and Land Masses

ART

CUTTING AND PASTING
- Mural
- Construction of Boats and Ships

DRAWING
- Books about Boats, Boat Rides Taken
- Seaport Experiences
- Supermarket
- Fish Store
- Making a "Super Book"

APPRECIATION
- Basic Art Elements
- Mural as Art Form

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THEME
Ships and Boats

LEARNING EXPERIENCE

Making a Mural of a Seaport

CONTENT AREA
Art and Social Studies

CONCEPTS

- We can recall experiences we have enjoyed.
- We can use our artistic skills to describe our experiences.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS
The children will:	Teacher	Children		
. learn about color, texture, and shape. . use new vocabulary and increase language skills. . learn to control use of tools through activities which foster eye-hand coordination. . work cooperatively to fulfill a common goal. . create and appreciate a specific art form (mural).	. conducts class discussion about seaport trip. . lists children's observations on a chart. . plans with children what each section of the mural will contain. . makes light chalk lines on the paper to delineate the areas (Appendix). . guides and supports children's efforts. . invites children to paste their items on the appropriate areas of the mural. . asks children to note likenesses and differences between shapes on mural and shapes previously learned.	. recall and discuss things they have seen at the seaport. . plan for the use of space on the mural. . decide what color and what texture paper to use for their item. . draw appropriate items for the mural and cut them out. . decide where to place items on the mural.	Communication Arts: - *recalling and describing - new vocabulary - visual discrimination Creative Arts: - symbolic representation Health and Physical Education: - some foods are transported by water Mathematics: - graphing - counting - shapes - spatial relationships Science: - loading/unloading cargo - sinking/floating Social Studies: - planning - working cooperatively - occupations - water transportation of people, things	paper in a variety of sizes, colors, and textures scissors paste scraps of material crayons markers chart paper oaktag **VOCABULARY** boats docks ships masts hoists cargo seamen ocean bay tugboats fishing boats

SUGGESTED TEACHER QUESTIONS

FOR ENTIRE ACTIVITY

1. What did we see at the seaport?
2. What kinds of boats did we see?
3. What color paper can we use to show the water on our mural? boats? buildings?
4. What kind of paper will make the water look wavy?
5. On which part of the picture can we put the water and boats? people? buildings?
6. Ask individually: "On which part of the mural would you like to paste your ____?" (boat, ship, etc.).
7. What kinds of shapes are in our mural?

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Were children able to recall and describe field trip?
- Did they artistically recreate their experience?
- Did they use varied colors, textures and shapes?
- Were they able to draw, cut, and paste?
- Which children need further experience in this area?
- Were they able to work cooperatively?
- Did the children learn that a mural is an art form?

*SUGGESTED DIRECT INSTRUCTION ACTIVITY

Aim:
To write a group story about a shared experience.

Motivation:
Class discussion about the trip and the children's contributions to the mural.

Materials:
chart paper, marking pen, duplicating master, duplicating paper

Procedure:

- Teacher elicits information from children about what they see in the mural.
- Teacher prints a few, short, simple sentences that individual children dictate on a chart.
- Teacher re-reads chart a few times.
- Children can read with teacher, pick out sight vocabulary words, or read a sentence independently.
- Teacher might ask for a volunteer to read the entire story.
- Teacher can rexograph each story for all children to take home, or all stories can be incorporated into a take-home book.

Follow-Up:

- Prepare a graph showing the numbers of different items in the mural (Appendix).
- Dramatic play: Have children take turns, (with a prop that resembles a microphone), as tour directors, describing the seaport to out-of-town visitors.
- Making three dimensional boats that float.

LANGUAGE EMPHASIS FOR THE E.S.L. STUDENT

Following Directions:

- Look at the mural.
- Tell me what you made.
- Tell me what you see.

Receptive:

mural trip ships
boat water sailor

- What did you make?
- Who made a _____? (boat)
- What do you see?
- Do you see _____? (water, a ship)

* variation for past tense: cover mural or child turns around. What did you see?

Productive:

- I made a _____. (boat)
- I did.
- She/he did.
- I see _____ and _____ and _____. (water, boats, sailor)
- Yes, I do. No, I don't.
- Variation: I saw _____ and _____ (boats, water).

THEME
Ships and Boats

LEARNING EXPERIENCE

Purchasing Ingredients for Fish Soup

CONTENT AREA
Social Studies and
Mathematics

CONCEPTS

- We can all participate in the purchase, preparation and eating of food.
- Recipes are ways of writing down how to cook so there is consistency.
- Food is transported to the city in many ways.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS
	Teacher	Children		
The children will: . review all they know about how food comes into the community. . make and read experience stories. . purchase the necessary ingredients for the fish soup. . interview workers in a supermarket or fish store. . realize that a big job can be subdivided to make work easier and faster.	. arranges for a field trip to a supermarket or fish store. . records children's recollections and perceptions of the experience. . makes a recipe chart. . prepares chart of questions to be asked on trip to fish market or supermarket. . takes class on trip. . reviews recipe chart and checks off ingredients purchased. . subdivides class into groups for: setting the table, making soup, related activities such as making placemats and menus.	. discuss how food comes into the community. . contribute to and read charts. . ask questions. . help make necessary purchases. . exchange money for food. . tell about the responses of the merchants. . divide into groups for small group activities.	Communication Arts: - interviewing workers - recording information - reading - listening Health and Physical Education: - good nutrition builds healthy bodies - fine motor skills Mathematics: - measuring - counting Science: - discovering heat changes food - classifying: living and non-living things. Social Studies: - tracing where food comes from - purchasing food	marking pens chart paper tape recorder money ingredients for fish soup **VOCABULARY** food fish buy money recipe chart questions flounder blue fish sole vegetables: celery onions Spices: salt pepper

SUGGESTED TEACHER QUESTIONS

FOR ENTIRE ACTIVITY

1. What questions can we ask in the fish market? supermarket?
2. How does the fish get from the river into our refrigerator?
3. What ingredients will we need to make the soup?
4. What did we soe on our trip to the fishing pool? fish market?
5. Did we purchase all the ingredients we need? What is missing?
6. Have you seen a recipe used before? Where? When?

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Can children follow logical order of the movement of produce from natural source through transport, processing, packaging, cooking to eating it?
- Did children participate in creating and reading their experience stories?
- Were they able to assist in purchasing ingredients for soup?

*SUGGESTED DIRECT INSTRUCTION ACTIVITY

Aim:
To learn a method for preparing food; cooking fish soup.

Motivation:
This activity is an outgrowth of the preceding day's field trip to purchase ingredients for fish soup.

Materials:
fish and other ingredients, chart paper, plastic knives, large pot, hot plate, bowls and spoons, measuring cups and spoons, placemats, table decorations, menus

Procedure:

- Teacher asks children to read the recipe chart (Appendix).
- Children are asked to count out sets of items needed for the soup, e.g., 3 onions.
- Teacher guides and assists children in preparing the fish and vegetables for the soup.
- Teacher helps children observe changes in the food while it is cooking.
- Groups of children should simultaneously make placemats, set the table, etc.
- Everyone sits down to sample the fish chowder. (Note: Teacher should consult with parents prior to this activity about children's food allergies.)

Follow-Up:

- Experience chart about how food changes during cooking.
- Copies of recipe to be duplicated for each child's recipe book.
- Children illustrate the cooking experience; phases of the process.

LANGUAGE EMPHASIS FOR THE E.S.L. STUDENT

Following Directions:

- Count the (onions).
- Let's set the table.
- Put the (spoon) next to the (bowl).

Receptive:

Mix
peel
on

cut
next to
between

scrape
utensils
food vocabulary

- Teacher describes order of events in preparing soup.
- How many (onions) do we use?
- What did we use first?
- What did we do first?
- What did we do last?
- Where do we put the (mat, spoon, bowl, napkin)?

Productive:

- Children prepare the soup.
- We use (number) (onions).
- We (cut) the (onions) first.
- We (set the table) last.
- We put the (spoon) (next) to the (bowl).

THEME

Ships and Boats

LEARNING EXPERIENCE

Learning a Poem: "Ferry Boat"

CONTENT AREA

Communication Arts

CONCEPTS

- There is meaning in poetry.
- Poetry gives us information and enjoyment.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS
	Teacher	Children		
The children will: . learn a poem by memorization. . see poetry as one use of language; an expression of one's ideas and feelings. . understand the poem's meaning. . be encouraged to learn more poetry.	. elicits information about ferryboats from children; discusses function of a ferryboat. . introduces the poem. . recites poem for children. . repeats poem. . waits for comments. . asks children what the poem is about. . discusses poem with children. . teaches poem two lines at a time. . has children say it together with him or her. . repeats the poem during the day e.g., in a transition period, before dismissal, etc.	. describe their prior experiences and background information. . listen and asks questions. . listen for meaning. . continue selective listening. . react to poem. . describe what they hear. . report details and meaning. . repeat and memorize as much as possible. . recite poem as a group (choral speaking). . repeat poem to reinforce language patterns, and to learn the poem.	Communication Arts: - vocabulary development - language listening, sounds and patterns - *expressing ideas - recitation - appreciating poetry Health and Physical Education: - movement education - directionality - speed Mathematics: - speed and distance Science: - floating/sinking - How does it move? - above/below the water line Social Studies: - water transportation linking land bodies	poem printed on chart marker tape recorder (optional) **VOCABULARY** river bay ferry boats ride seagulls waves above below speed land water

SUGGESTED TEACHER QUESTIONS

FOR ENTIRE ACTIVITY

1. Have you ever seen or been on a ferryboat? Where? When?
2. What is the author of the poem telling you?
3. What did passengers see on their ride?
4. How do you know that Mr. Tippitt liked the ride?
5. What poems do you know that you would like to recite?

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Were children able to memorize the poem?
- Which children found it easy/difficult?
- Did they understand that poetry conveys a message?
- Did they understand the message?
- Are they enthusiastic to learn more poems?

*SUGGESTED DIRECT INSTRUCTION ACTIVITY

Aim:
To make a class "super" book (approximately 17" X 23").

Motivation:
Suggest that the children can recreate a favorite nautical story for their own use.

Materials:
large sheets of oaktag, drawing paper, cardboard for covers, crayons, markers, scissors, paste, glue, hole puncher, metal rings, book about ships, boats from class library

Procedure:

- The teacher should have read the story previously many times with the children.
- Teacher introduces idea of "big book."
- Teacher asks for volunteers and/or assigns children to draw pictures for each page.
- Group discussion about cover, pagination, sequence, etc.
- Teacher prepares pages with print and leaves space for illustration.
- Children illustrate story and paste their illustrations in appropriate places. Make cover.
- All read the story together at completion.

Follow-Up:

- Place book and story tape in library for individual and small group reading.
- Reading the story to a LD class.
- Lending the book to another kindergarten class.
- Whole class reading--a shared book experience.

LANGUAGE EMPHASIS FOR THE E.S.L. STUDENT

Following Directions:

- Tell me what happens _____ (first, next, last).
- Repeat the sentence after me.
- Pick a sentence.
- Tell me about your picture.

Receptive:

first	next	last
sentence	picture	

- What happens in your picture?
- What happens _____ (first, next, last) in your picture?
- Who can find the picture that shows what happens _____ (first, next, last) in the story?

Productive:

- Repeating sentences.
- Describing what happens in pictures.
- Sequencing pictures.
- Retelling story in proper sequence.
- Pasting pictures in book in proper sequence.
- This goes ____ (first, next, last).

THEME

Ships and Boats

LEARNING EXPERIENCE

Constructing Ships and Boats

CONTENT AREA

Social Studies and Art

CONCEPTS

- There are many kinds of boats and ships.
- Boats and ships have characteristics that are similar and different.
- Floating vessels can be made with a variety of art materials.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS
The children will:	Teacher	Children	Communication Arts:	wood tools nails glue scissors styrofoam cork sticks tongue depressors milk cartons plastic containers
• expand their knowledge about how ships and boats differ in their general configuration and functions. • make a distinction between pleasure craft and commercial and industrial vessels. • make boats and ships to be used in follow-up activities.	• hangs boat and ship pictures around the room. • has books available on this theme. • reads stories and factual books. • discusses stories and pictures with children. • asks children to bring in any toys, ships and boats they may have at home. • collects and prepares materials for children's construction of vessels. • asks children what kinds of boats can be constructed with the materials. • guides clean-up and evaluation at the end of this work period.	• look at pictures. • explore related literature. • participate in story time activities. • share their understandings with peers. • bring in any toy boats and ships from home, describe and discuss them. • bring from home any odds and ends that can be used for boat construction. • construct representations of real or imaginary vessels. • clean up. • share their work with others.	- vocabulary development - visual discrimination - personal narratives - sharing ideas and thoughts - reading - listening Creative Arts: - cutting - pasting - woodworking - constructing Health and Physical Education: - water safety - foods and water transport Mathematics: - relative size Science: - *cause/effect relationships - relative speeds Social Studies: - water courtesy	**VOCABULARY** mast sail engine motor steering wheel ocean bay river lighthouse names of types of boats and ships

SUGGESTED TEACHER QUESTIONS

FOR ENTIRE ACTIVITY

1. What kinds of boats do you see in the pictures and books?
2. How is this boat or ship used?
3. How are these boats/ships similar and/or different?
4. On which boat/ship would you go for a sail?
5. Which boat/ship guides the huge ships (ocean liners) into the harbor?
6. How can you build your own boat/ship?
7. Do you think it will float? Why? Why not?

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Did children learn that ships and boats differ in their general configuration and functions?
- Were children able to distinguish between pleasure craft and commercial vessels?
- Were children able to make simple boats that float?
- Did the completed boats reflect that the child incorporated new learnings into the art activity?

*SUGGESTED DIRECT INSTRUCTION ACTIVITY

Aim:
To demonstrate that wind can move things (sailboats).

Motivation:
Teacher explains that the children will play a game using the boats and ships they already made.

Materials:
sailboats made in class; water receptacle; straws

Procedure:

- Small group discussion about how boats are powered.
- Teacher asks children to place sail boats in water. Asks children to blow on sails or create wind by fanning a paper.
- All observe what happens when wind blows; when wind stops.
- Teacher asks how sailboats get their power to move.
- Children will indicate how the wind pushes the sail.
- Teacher distributes straws to children and asks them to blow through straws to move the sailboats.
- Children experiment and report.
- All will observe under which conditions boats sailed.

Follow-Up:

- Lesson on objects that float or sink.
- Experience chart dealing with sailboats.
- Making boat-shaped sandwiches.
- Block graph of favorite types of boats.
- Sailboat race.

LANGUAGE EMPHASIS FOR THE E.S.L. STUDENT

Following Directions:

- Put your sailboat in the water.
- Watch what happens.
- Make the boats move.
- Blow through the straw.

Receptive:

sails   sailboat   wind
straw

- What do you see?
- What moves the sails?
- Did the wind push the sail?

Productive:

- I see the sailboats.
- I see the sailboat move.
- The wind _____ (moves, pushes) the sails.

THEME
Ships and Boats

LEARNING EXPERIENCE

Learning a Song: "River Boat"

CONTENT AREA
Music

CONCEPTS

- A song can tell us a story.
- We can learn through music.
- Goods were transported via ship before the development of rail and air shipment.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS
	Teacher	Children		
The children will: . learn a song about a riverboat. . learn about history through a song.	. introduces song by giving background information. . plays song on piano and sings song for children a few times. . discusses meaning of each line with children. . recites one line at a time. Recites first two lines. Sings first two lines. Recites next two lines. Sings next two lines. Continues to sing song through a few times. . listens while children sing with piano.	. listen to learn how goods were shipped down the Mississipi and Wabash rivers. . listen to words and phrasing of song. . receive information from discussion of song. . repeat one line at a time. Repeat first two lines. Sing with teacher. Listen and repeat next two lines. Sing with teacher. Continue to sing along with teacher. Sing as a group.	Communication Arts: - learning to listen Music: - singing - listening Health and Physical Education: - understanding directions - communicating ideas: body movements Mathematics: - concept of time: water travel versus air travel and rail travel - *measurement Science: - advantages of water transportation Social Studies: - enjoying a shared group experience - history through song	piano guitar music of the song "River Boat" (Appendix) **VOCABULARY** river boat goods cotton deck Cairo Liza Jane history map

SUGGESTED TEACHER QUESTIONS

FOR ENTIRE ACTIVITY

1. How do you think food and things we needed were brought to different parts of the country before airplanes, trucks and railroads?
2. What is this song about?
3. Who do you think Liza Jane was?
4. Who was singing good bye to her?

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Did the children learn the song?
- Did they learn how goods were transported before airplanes and railroads?
- Did the children expand on the ideas in the song?

*SUGGESTED DIRECT INSTRUCTION ACTIVITY

Aim:
To measure the length of objects using non-standard units of measure.

Motivation:
Prior to activity, the teacher should have assisted the children in setting up a harbor scene in the block corner.

Materials:
child-made and commercial boats and ships, blocks, rubber figures, pre-measured and cut paper strips (representing midway length between shortest and longest boats).

Procedure:
- Teacher will select appropriate boats for activity.
- Children will estimate, and then count number of boats.
- Children guess which are the longest and shortest boats in the collection.
- Teacher assists children in measuring with a paper strip. Asks children: "is the boat longer or shorter than the strip?"
- Teacher helps children classify boats into one set of long boats and one set of short boats.
- Elicits information from class and records findings on a chart.
- Encourages discussion at sharing time about mathematical findings.

Follow-Up:
- Classify boats and ships according to how they are powered or used (pleasure/commercial).

LANGUAGE EMPHASIS FOR THE E.S.L. STUDENT

Following Directions:

- Measure the boat.
- Put the boat _____ (next to, on) the strip.
- Count the boats.

Receptive:

long/er short/er ship
boat color words

- How many boats are there?
- How many (red) boats are there?
- Which boat is long/short?
- Which boat is longer/shorter?

Productive:

- There are (number) boats.
- There are (number) (red) boats.
- The (red) boat is long.
- The (red) boat is longer.
- The (blue) boat is shorter.
- The (red) boat is longer than the (blue) boat.

E.S.L. EXTENDED LESSON

Aim:

To develop facility in the use of prepositional phrases: with, on, under, next to, in.
To be able to derive meaning from words and picture cues.
To review vocabulary from "Making a Mural."

Motivation:

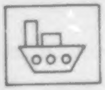
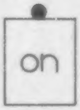
Teacher will play guessing game, "Guess who I am." Teacher shows picture of water and says, "I am blue. I am wet. Boats move on me. What am I?"

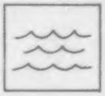
Materials:

Pictures on oaktag squares of sailboat, water, ship, sailor, and symbols for on and in. Chart with pockets to illustrate on. Chart with pockets to illustrate in.

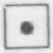
Procedure:

. Teacher shows pictures on oaktag and reviews vocabulary.
. Teacher asks: "What is this?"
. Child responds: "It's a _____ (boat)."
. Teacher shows two pictures, such as water and boat.
. Teacher asks: "Where does the boat go?"
. "Does it go _____ (next to, under, in) the water?"
. As teacher talks, she/he demonstrates position by placing ship in corresponding positions.
. Child answers: "No it doesn't." "Yes, it does."
. Teacher says: "Yes. The boat goes on the water." "Where does the boat go?"
. Children respond: "The boat goes on the water."
. Teacher shows chart with pockets for substituting pictures. Introduces symbol for on.

The  is 

the 

pocket pocket pocket

. Children read: "The ship is on the water."
. Teacher substitutes other pictures in pockets and repeats activity using the symbol for in  in and substitutes appropriate pictures in pockets.

E.S.L. EXTENDED LESSON

Aim:
To review vocabulary.
To review verb: to be.
To practice sentence patterns using the present tense.

Motivation:
Use a variety of child-made boats.

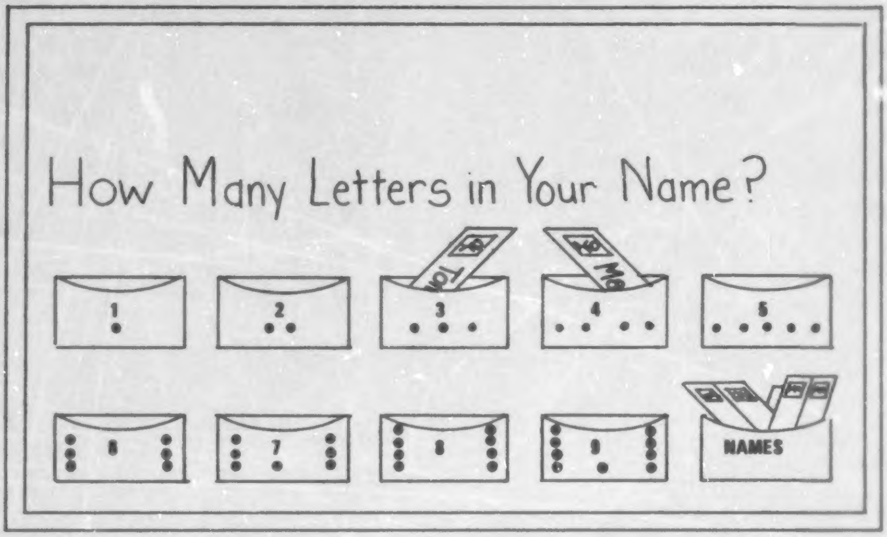
Materials:
child-made boats, spinner game (see Appendix), song "The Sails on the Boat" (see Appendix)

Procedure:

- Teacher discusses what moves each type of boat: sailboat, rowboat, ship, motorboat. e.g.,
  Teacher: "What moves the ______ (sailboat, rowboat, motorboat, ship)
  Child: "The _____ (wind, oars, engine, motor) moves the _____ (sailboat, rowboat, ship, motorboat)."
- Teacher introduces game.
- Each child spins the dial.
- Teacher asks: "What are you?"
- Child responds: "I am a sailboat."
- Teacher or child asks: "What moves the sailboat?
- Child dramatizes responses and the whole group answers in unison: "The wind moves the sailboat."
- Each child should have more than one turn.
- Teacher introduces song.
- Child spins and group sings in unison an appropriate response. e.g., Spinner points to motorboat; children sing motorboat verse and make appropriate sounds.

Appendix for: Getting Acquainted with Each Other and School

How Many Letters in Your Name?


How Many Letters in Your Name?
Tom
Me
1
2
3
4
5
6
7
8
9
NAMES

Song: "Name Song"

Song: "Name Song"
Tune: "Mary Had a Little Lamb"
Words: Mayita Dinos

Everybody has a name,
has a name, has a name.
Some are different,
Some the same,
Tell me what is yours!

Song: "I Really Do Know Me"

Song: "I Really Do Know Me"
Tune: "Yankee Doodle"
Words: Virginia Cramer

Do you know who I really know?
I really do know me-ee.
I know my name, I know my age.
I know so much about me!

I can tell you lots of things
That I know how to do:
I can work when I'm in school.
And I can play with you!

HOW MANY LETTERS IN YOUR NAME?

	1	2	3	4	5	6	7	8	9	10
Maria	●	●	●	●	●					
Ahmed	●	●	●	●	●					
Iraida	●	●	●	●	●	●				
Miguel	●	●	●	●	●	●				
Liza	●	●	●	●						

Song: "How many letters"
(tune of Frere Jacques)

How many letters,
How many letters,

Do you have,
in your name?

Let's count together,
Let's count together,

1 2 3 4 5 6
I R A, I D A

(Count while pointing to each letter to the tune of ding, dong, ding etc.)

Cookie Recipes

Saucepan Peanut Cookies

1. Heat the following ingredients in a pan until boiling:
   1 cup sugar
   1 cup light corn syrup

2. Remove pan from heat.
   Stir in the following:
   1 1/2 cups peanut butter
   4 cups dry cereal flakes

3. Mix ingredients well.

4. Drop a teaspoonful onto waxed paper.

5. Permit cookies to cool.

Peanut Butter Creams

1. Put the following ingredients into a bowl in this particular order:
   1/4 cup confectioner's sugar
   1 cup of chocolate bits
   1/2 cup sweetened condensed milk
   1 cup of peanut butter

2. Mix ingredients together.

3. Roll into little balls and chill.

Butterscotch Cookies

1. Put the following ingredients in a pan and melt over medium heat:
   2 packages of butterscotch morsels
   1/2 cup peanut butter

2. Remove from heat and stir in six cups of cornflakes.

3. Drop a teaspoonful for each cookie onto waxed paper and allow it to cool.

Chocolate Pot Cookies

1. Put the following ingredients into a pot and mix well:
   2 cups sugar
   1/2 cup butter
   4 teaspoon cocoa
   1/2 teaspoon salt
   1/2 cup milk

2. Bring the mixture to a boil. Allow it to continue boiling for 5 minutes.

3. Remove the mixture from the heat and add:
   1 teaspoon vanilla
   3 cups of oatmeal
   1/2 cup of peanut butter

4. Drop a teaspoonful for each cookie onto waxed paper and allow it to cool.

Letter to Parents

- -

Dear Parents,

We are beginning a unit on "Getting Acquainted with Each Other and School." One activity deals with learning about names. We are asking you to fill out the section below and return it to school. Thank you for your cooperation.

Sincerely,

____

- -

Our child's name is ________________ ________________ ________________.

Given Middle Family

We named our child ________________ because ____________________________

____.

The name means ____.

Our child's nickname is ____.

We think our child is special because __________________________________.

____.

Sincerely,

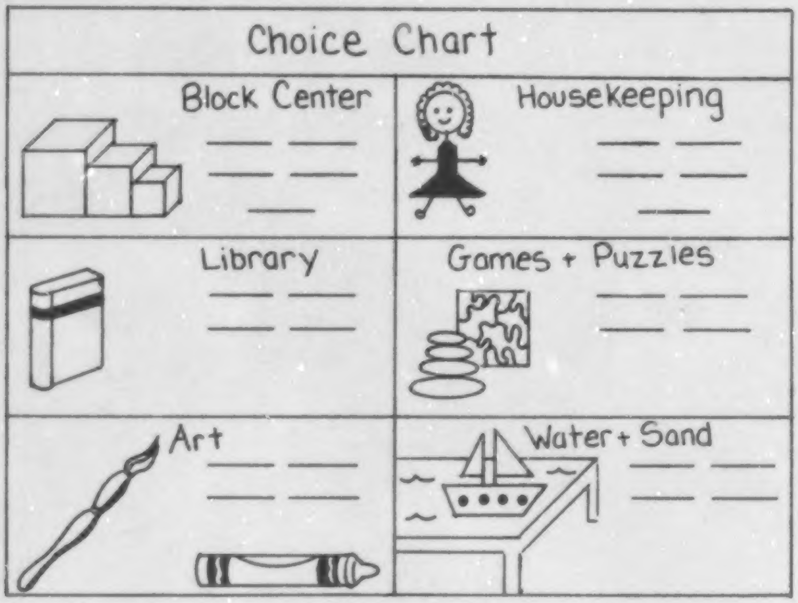
____

Your Signature

Choice Chart

Individual name cards (you can use a picture of child at the beginning of the year)

William


Choice Chart
Block Center
Housekeeping
Library
Games + Puzzles
Art
Water + Sand

Sample Name Chart

given	middle	family	nick-name
Lisaydee	Rosa	Torres	Cuqui
Michael	Glenn	Kaufman	Mickey
Tanisha		Cummings	Nisha
Carmen	María	Medina	Ceci
Pedro		Gómez	Tito
Anthony	Joseph	Rossi	Tony
Michael	James	Murphy	Mike

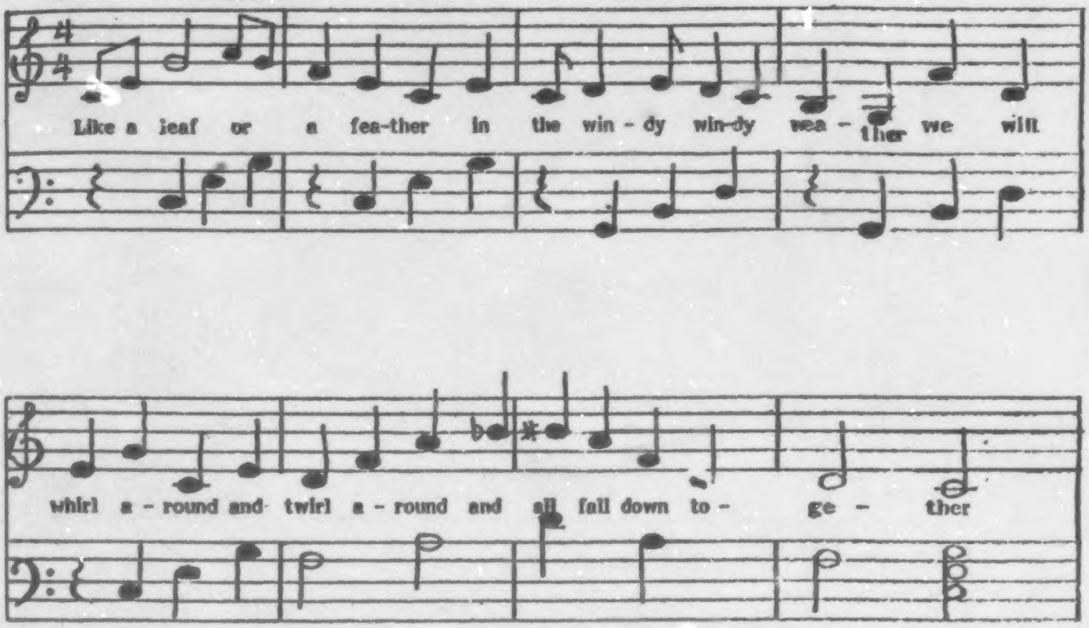
Appendix for: Fall—A Seasonal Change

Song: "Like a Leaf"

Directions:

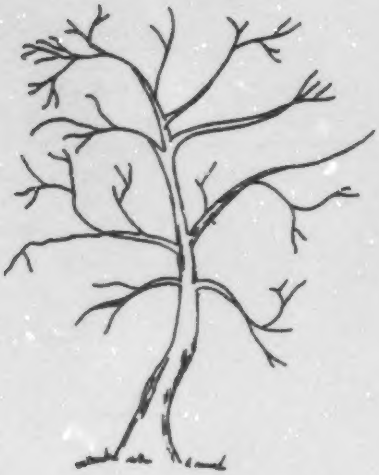
Children stand and wave arms above their heads as branches of a tree. Turn around one way for whirl and back the other way for twirl. Then fall down.

LIKE A LEAF

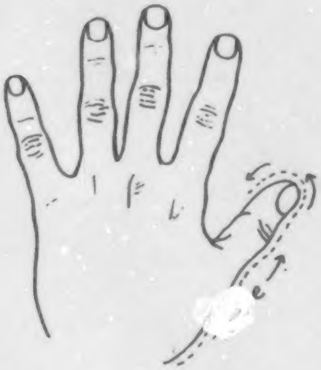

Like a leaf or a fea-ther in the win - dy win-dy wea - ther we will
whirl a - round and twirl a - round and all fall down to - ge - ther

Source: Elaine Cummins, Early Childhood Activities (Atlanta, Georgia: Humanics Limited, 1982, p. 145.

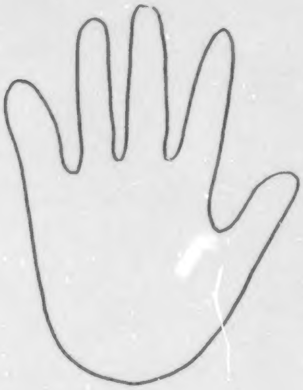
Making a Fall Collage



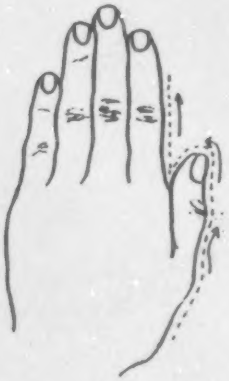
Tracing around open fingers



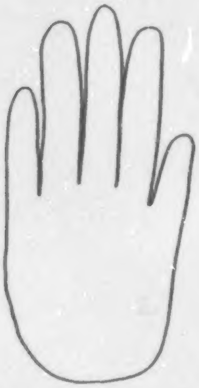
becomes this



Tracing around closed fingers



becomes this



Poem: "The Seasons"

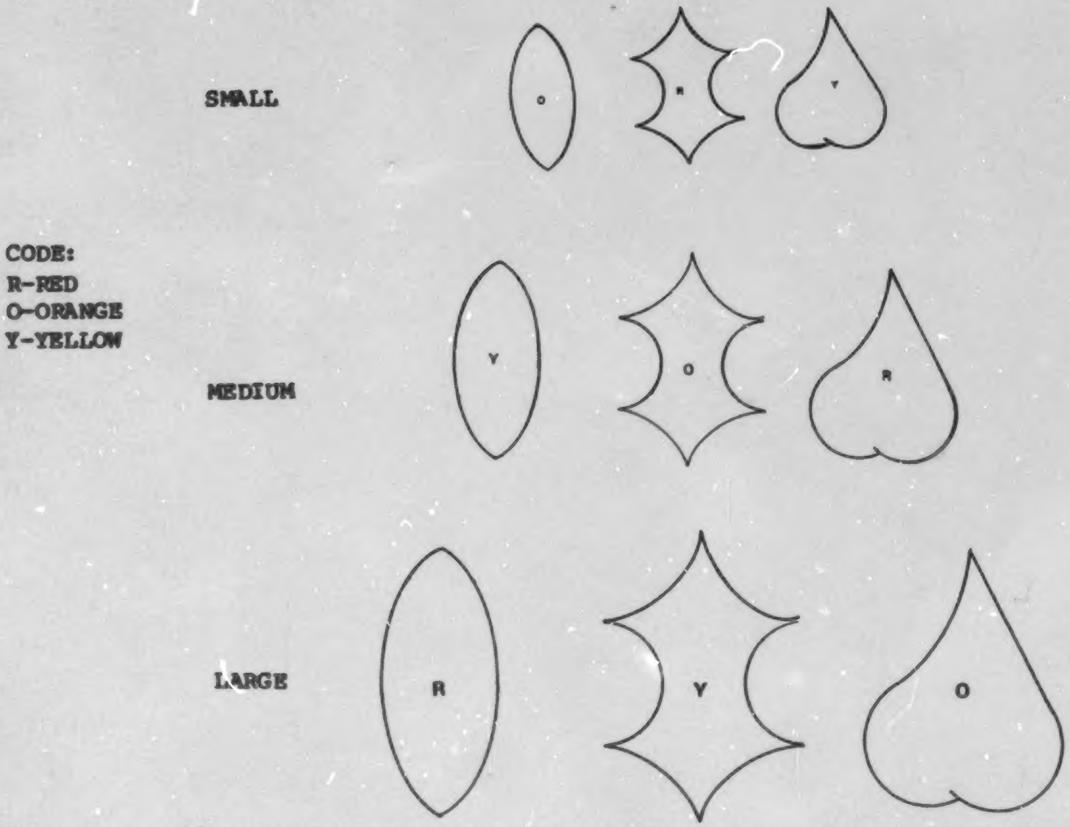
The Seasons

"Summer, winter, spring, and fall
How we love them one and all.
Each one brings us lots of fun
Rain and snow, and nice warm sun."

Unknown

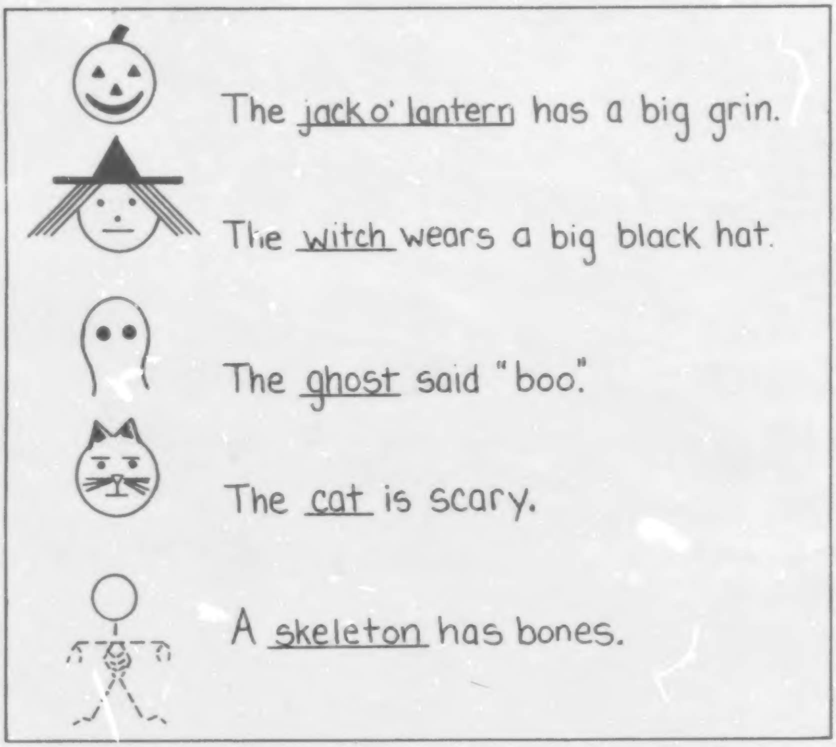
Source: Elaine Cummins, Early Childhood Activities (Atlanta, Georgia: Humanics Limited, 1982, p. 92.

Model Leaf Shapes for Leaf Game


SMALL
O
R
Y
CODE:
R-RED
O-ORANGE
Y-YELLOW
MEDIUM
Y
O
R
LARGE
R
Y
O

Appendix for: Halloween

Sample Experience Chart for Halloween Vocabulary



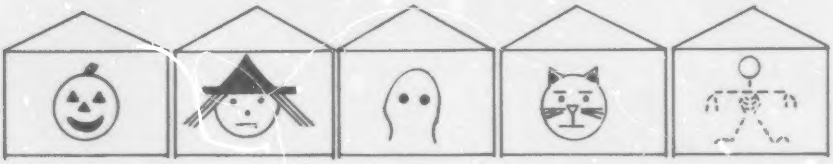
The jack o' lantern has a big grin.

The witch wears a big black hat.

The ghost said "boo."

The cat is scary.

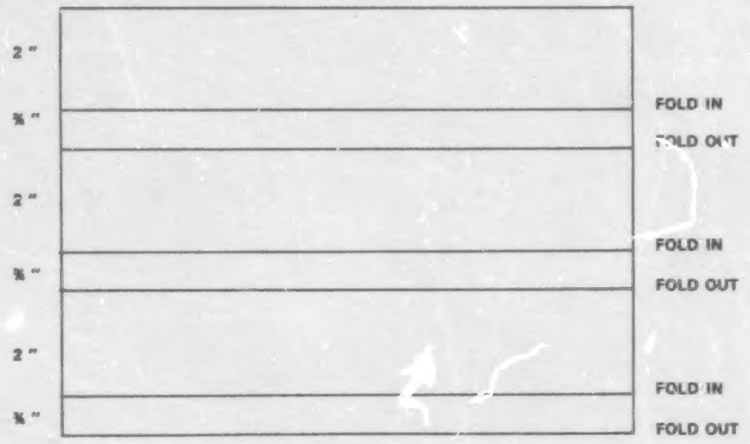
A skeleton has bones.



envelopes
for word cards

How to Make a Pocket Chart

Use Oaktag 9 X 14


2"
¾"
2"
¾"
2"
¾"
FOLD IN
FOLD OUT
FOLD IN
FOLD OUT
FOLD IN
FOLD OUT

Fold as directed and staple ends together. You will have a pocket chart with three rows.

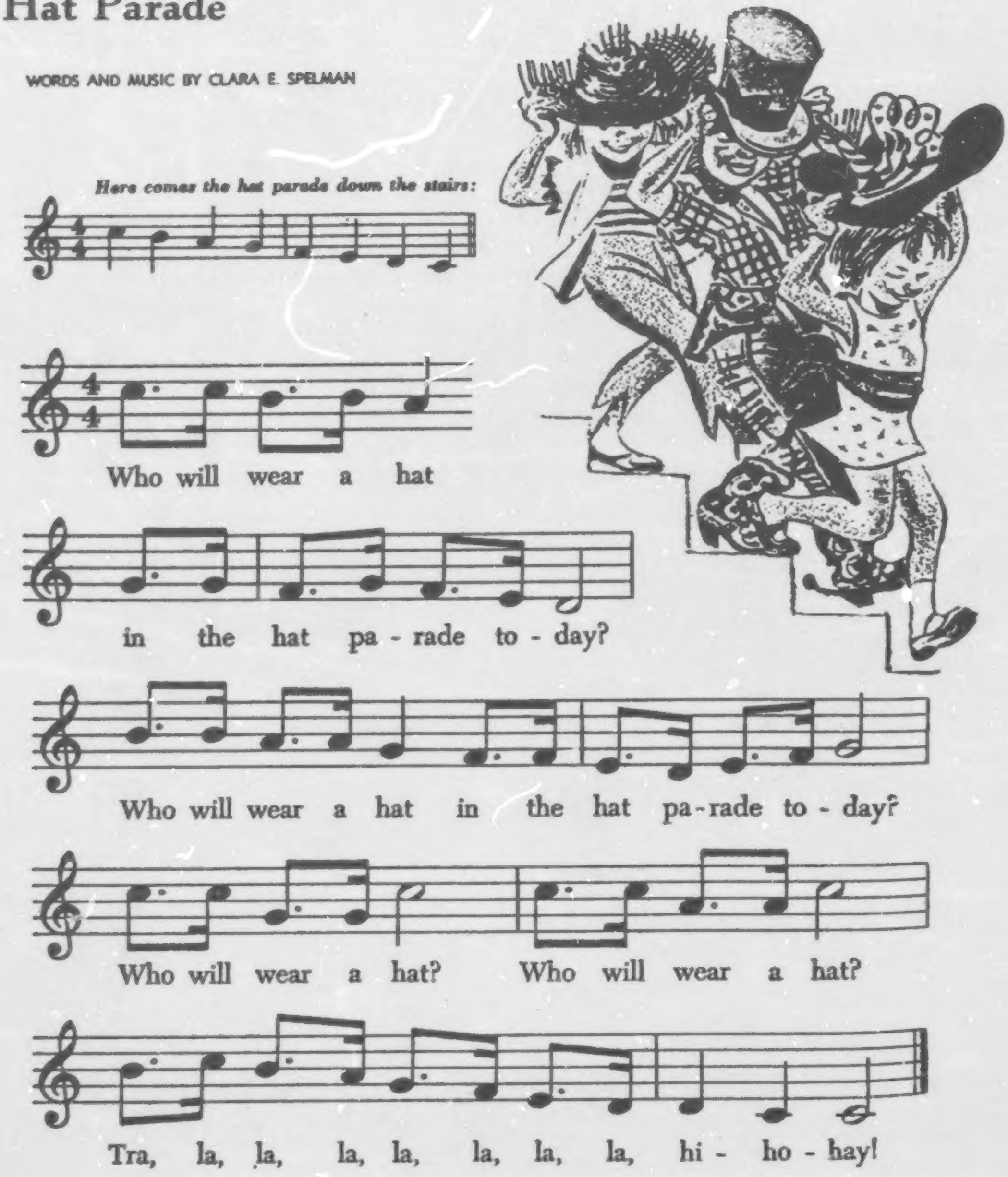
Make your picture cards 2" high.

Appendix for: Hats

Song: "Hat Parade"

Hat Parade

WORDS AND MUSIC BY CLARA E. SPELMAN


Here comes the hat parade down the stairs:
Who will wear a hat
in the hat pa - rade to - day?
Who will wear a hat in the hat pa-rade to - day?
Who will wear a hat? Who will wear a hat?
Tra, la, la, la, la, la, la, la, hi - ho - hay!

From: In Our Town Music for Living Series, Book Two, Morristown, N.J.: Silver Burdett Co., 1956), p. 60.

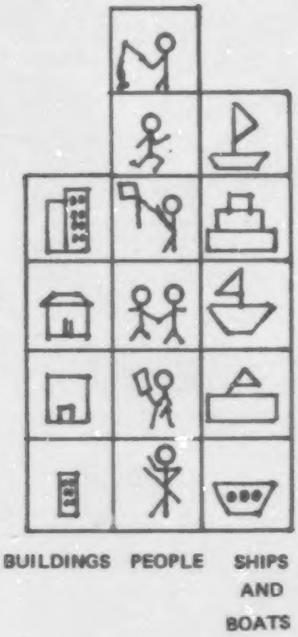
Song: "Hat Song"

Song: "Hat Song"
Tune: "Frere Jacques"

Teacher:	Who has the large (small) hat? Who has the large (small) hat?
Student:	I have one. I have one.
Teacher:	Put it on the (elephant). Put it on the (elephant).
Student:	Now it's done. Now it's done.

Appendix for: Ships and Boats

Making a Mural



Poem: "Ferry-Boats"

FERRY-BOATS
by James S. Tippett

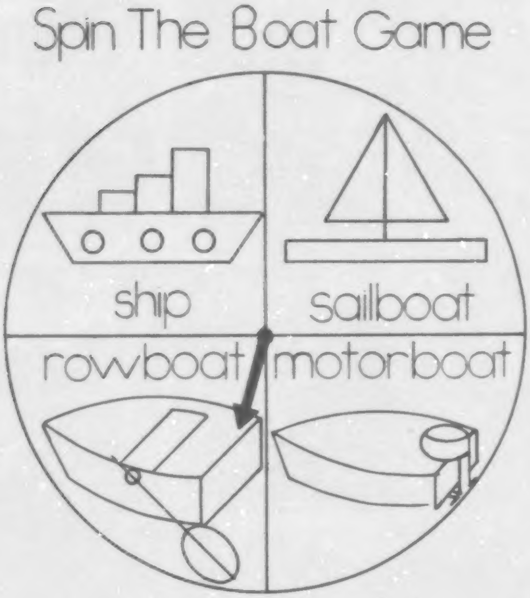
Over the river,
Over the bay,
Ferry-boats travel
Every day.

Most of the people
Crowd to the side
Just to enjoy
Their ferry-boat ride.

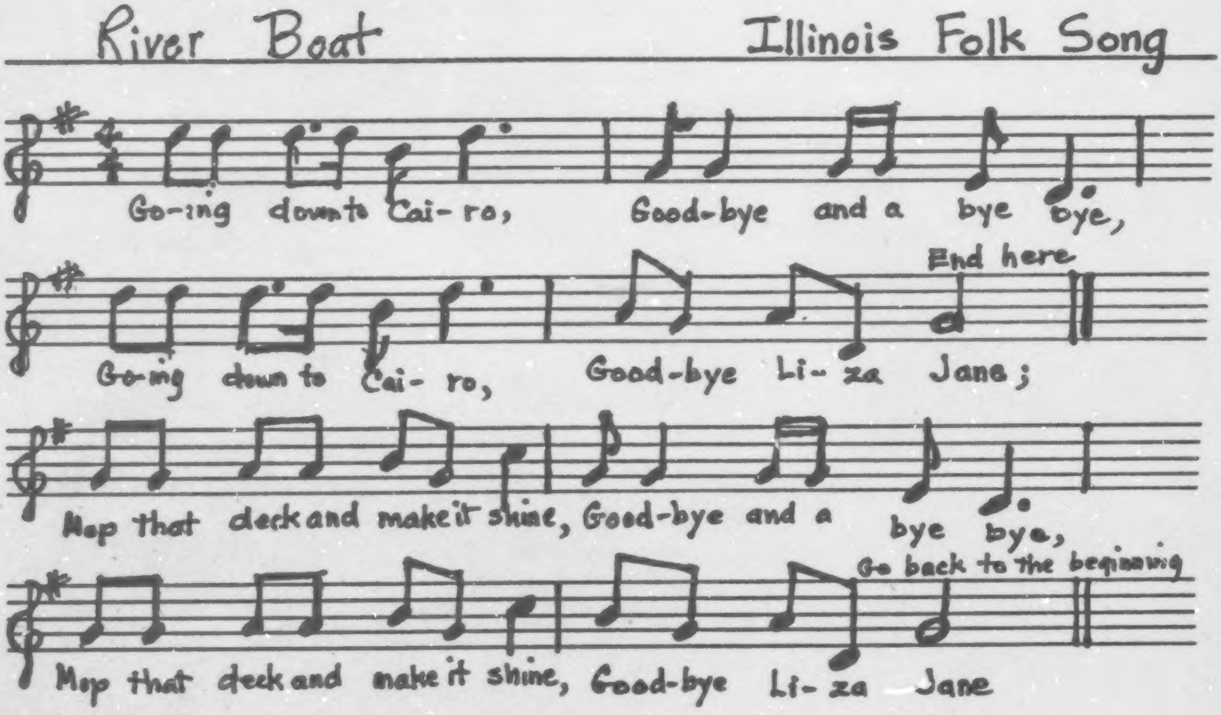
Watching the seagulls,
Laughing with friends,
I'm always sorry
When the ride ends.

From Barbara P. Geismer and Antoinette B. Sutter, eds., Very Young Verses, (Boston: Houghton Mifflin Co., 1945), p. 102.

Spin the Boat Game


Spin The Boat Game
ship
sailboat
rowboat
motorboat

Song: "River Boat"


River Boat
Illinois Folk Song
Go-ing down to Cai-ro, Good-bye and a bye bye,
End here
Go-ing down to Cai- ro, Good-bye Li- za Jane;
Mop that deck and make it shine, Good-bye and a bye bye,
Go back to the beginning
Mop that deck and make it shine, Good-bye Li- za Jane

Recipe Chart

Example:

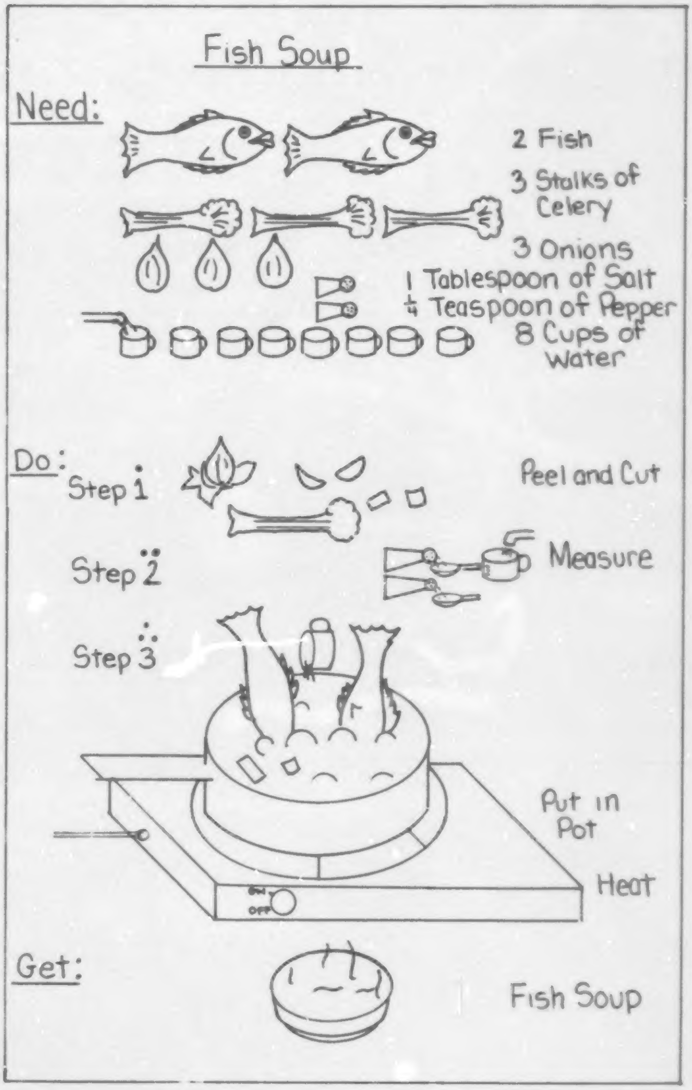
Consistency is important on recipe charts for your children.

The headings of "Need", "Do" and "Get" can be used for all the early recipes. After several recipes have been used, the vocabulary is expanded by changing the headings to "Ingredients", "Procedure" and "Results."

Color coding each step can be helpful.

Need - Red
Do - Blue
Get - Green

Using dots to represent the numerals can be helpful at the beginning for children who are unsure of number symbols.


Fish Soup
Need:
2 Fish
3 Stalks of Celery
3 Onions
1 Tablespoon of Salt
¼ Teaspoon of Pepper
8 Cups of Water
Do:
Step 1
Peel and Cut
Step 2
Measure
Step 3
Put in Pot
Heat
ON
OFF
Get:
Fish Soup

Song: "The Sails on the Boat"

Song: "The Sails On the Boat"
Tune: "The Wheels of the Bus"

The sails on the boat go whoosh, whoosh, whoosh
whoosh, whoosh, whoosh
whoosh, whoosh, whoosh
The sails on the boat go whoosh, whoosh, whoosh
Over the deep blue sea.
The motor on the boat goes putt, putt, putt
putt, putt, putt
putt, putt, putt
The motor on the boat goes putt, putt, putt
Over the deep blue sea.
The oars on the rowboat go row, row, row,
etc.
The engine on the ship goes rrum, rrum, rrum
etc.

Suggested Themes of Study

Supermarket Shopping
Fruits
Neighborhood Helpers
Pets in School and Home
Toys
Wheels/Transportation
Water/Wind/Sun/Earth
Family
Shadows
Classroom Garden
Sharing at Thanksgiving
How Big Is It?
Vegetables
The Circus
Keeping Healthy and Safe
Nursery Rhymes
What I Want to Be
Weather
Feelings and Emotions
Homes
Growing Things
Citizenship
How Does It Feel?
Growing Up
Sleeping
Stores (Valentine Shop)
Refrigerators
Things (in, under, on top of houses and apartments)
Clothing
Signs & Signals
Rules

Seasonal Changes
Dinosaurs
Under the Water
Maps
In the Air
Cooking
Things that Fly
Things that Crawl
Conservation of the Earth's Resources
Balloons
Zoo Animals
At the Circus
Learning through the Senses
Plants
How People Celebrate Holidays
Weather
Values Education; Being Kind
Grandparents
People in Our School, e.g., the Principal, Custodian
Measurement
Away from Home: Vacations & Visits
Friends
Book Publishing
Our Bodies and How They Work
A Classroom Museum Of...

Section 5
Prototype Instructional Activities

Prototype Instructional Activities

Many factors may influence a child's readiness for reading. Among these are general health, social and emotional maturity and previous background of experience. Although these factors cannot be controlled by the school, steps can and should be taken by the teacher to provide children with an initial learning environment which maximizes their potential in beginning reading and writing tasks. Such an environment should be rich with experiences, opportunity for verbalization, and planned systematic instruction in the specific skill areas that are essential to developing readiness.

The lessons and activities in Section 5 have been included to assist the All-Day Kindergarten teacher in planning a comprehensive, sequentially ordered and effective approach to beginning reading and writing as part of the total program.

The lessons and activities in each skill area are sequentially arranged but the skill areas themselves are not, since these develop concurrently. Thus, while children may receive instruction in concept development and motor coordination skills in the same day, they should not be expected to make distinctions of phonetic sounds before they have had some experience in discriminating between gross sounds in the environment.

It should be noted that each of the prototype lessons and activities may be easily adapted for any theme being studied by a particular kindergarten class. The lessons and activities may have multiple uses (direct instruction; skill reinforcement; tasks at work/play centers; individual, small and large group instruction). The All-Day Kindergarten teacher should carefully analyze, modify and use appropriately, the suggestions in Section 5, in a manner consistent with the demonstrated needs of individuals and groups within the class.

COLORS

Red
Yellow
Blue
Green
Orange
White
Black
Grey
Pink
Brown
Purple

The preceding colors are among the most common and should be taught in the kindergarten program. A prototype lesson on colors is included for your reference. In addition to formal lessons, however, the following elements should be provided in the instructional program to further develop color recognition.

1. COLOR CHART - a) Each class should have a color chart or wheel. It may start out with three colors and grow as new colors are introduced. The colors on the chart should be reviewed in games and experiences daily.

   b) Play matching games with chart. Point to a color, have the children identify it and then find an object in the room which is the same color.

2. COLOR OF THE DAY - Select a "Color of the Day" with the class. During the work/play period, only that color will be used for easel painting, drawing, sponge painting, finger painting, collage, etc. Prepare a bulletin board with the children on "Green Day", "Pink Day", etc.

3. SORTING - Provide many opportunities during work/play period time for children to sort by color, e.g., pegs, crayons, beads, paper, etc.

4. COLOR SONGS - Teach many color songs to children and sing them regularly, e.g., "Mary Wore a Red Dress," "The Color Song."

5. INFORMAL CONVERSATION - Refer to color frequently in remarks and directions to children.
   E.g., "What a lovely blue shirt you're wearing Anthony."
   "I see you have new red mittens to match your red coat, Maria."
   "Carlos, please put the cover back on the yellow paint."

SKILL LESSON 1

Cognitive Development

Skill: Identification of colors

Aim: To introduce the concept of red

Performance Objective: Children will be able to identify all the red objects in a display of assorted colored objects.

Materials: Story I Like Red by Robert Bright. Large cardboard box painted red or covered with red construction paper. Various common objects of assorted colors, most of them red. (Suggested objects: crayons, balls, shoes, apples, balloons, etc.)

Motivation: Teacher says: "Today we're going to hear a story about a girl named Janie who has a favorite color that she likes better than any other color. How many of you have a favorite color? (Pause, wait for a show of hands.) What is *your* favorite color, Maria? (Pause, allowing time for child to answer.) What is your favorite color, Carlos? (Again, permit time for child's response.)

Teacher continues, "Janie's favorite color is red and so the name of the story is, I Like Red. Let's listen to the story to find out why Janie likes red."

Procedure:

1. Read story dramatically to children, moving book slowly in front of group, from left to right, so that all can see the pictures.

2. Ask one or two appropriate questions during the story, each time allowing time to call on a child to respond, e.g., a) "Can you find Uncle Joe's red handkerchief?" "Show us where it is Angel." b) At the end of the story, "Why did Janie like red?" (Allow time to respond.) "Can you remember some of the red things in the story?" (Again, allow time for response.)

3. Present large red cardboard box to children on display table with assorted colored objects. Say to children, "This box belongs to Janie. Can you guess why?" (Allow time for child to respond, "Because it is red.")

4. Say to the children, "Let's see how smart we are. Let's try to find all the things that are red and put them in the red box for Janie. I'm going to put the shoe in the red box because the shoe's red. Who can find something else that is red and put it in Janie's red box?"

5. Call on several children -- one at a time -- to identify a red object and place it in the box. Question children for understanding. "What did you find, Anthony?" (Pause for response.) "Why are you putting the crayon in the red box?" (Again, pause for response.)

6. Praise correct responses. e.g. "Good job, Alice. You really know the color red."

7. If child selects an object which is not red, say, "We're looking for something that is red like Janie's box." (Point to box.) Have the child hold the different colored object next to the red box. "Is the balloon red like the box, Carmine?" (Pause for response.) "Do they look the same?" (Pause). "Look at all the things on the table and see if you can find something that is red like the box."

8. Continue until all the red objects have been placed in Janie's red box.

Summary: "What color did we talk about today?" (Call on a child to respond.) "Yes, Elba, we talked about the color red. I'm going to write the name of that color on this box. If this box is red, (emphasize the word red in speaking) what color word am I going to write on the box?" (Allow time for response.) "Yes, this word is red because this is a red box."

FOLLOW-UP FOR SKILL LESSON 1

Aim: To reinforce the concept of red
To reinforce recognition of sight word "red"

Procedure:

1. Say to class, "Who remembers what color we talked about yesterday?" (Pause for response. Do not accept choral answers. Remind children to raise hands and respond when called upon so that each person can be heard.) "Can anyone find the red box in our room? Joseph -- find the red box and tell me what word I wrote on it!"

2. "Today I have many cards with a word written on them." (Hold up card.) "What word did I write on my card?" (Response.)

3. "Let's hang the word red on all the red things around our room! Who wants to come up first and hang the word red on something in our room?"

4. Present card to child asking, "What word is this, Maria? (Pause.) Find something red and hang the word red on it."

5. Child takes masking-tape-backed flash card and hangs it on a red object. "Good, Maria." "What color is the record player? (Pause.) Yes, it is red so Maria hung the word red on it."

6. Repeat, seven or eight times until all red objects in class have been labeled.

Summary: Write the word red at the bottom of a sheet of drawing paper. Hold it up before children and say "Here is the color word we talked about today. Who remembers what it says?" (Pause)

Explain that each child will be given a sheet like the one displayed and that they will look for a picture of something red to paste on it. Demonstrate looking through a magazine, finding the red picture and pasting it on the sheet of paper.

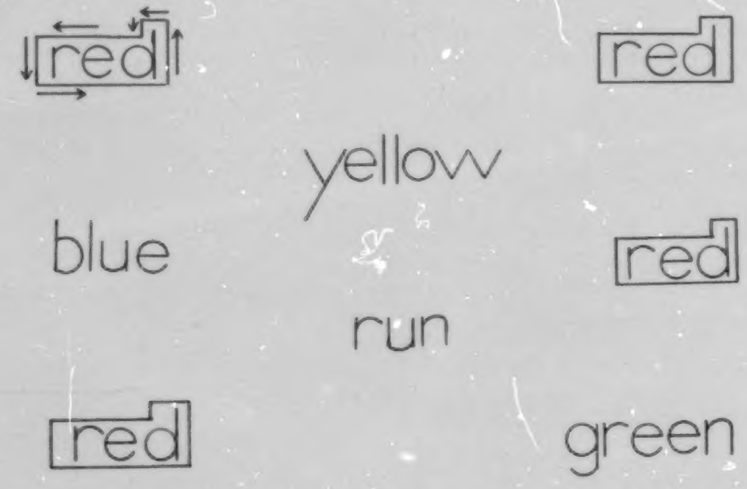
Additional Reinforcement Activities:

1. Develop an experience chart with children. Ask them to tell you what things can be red. Write their responses on chart. Call on individual children to underline the word red in each sentence. Have children draw pictures of something red to illustrate the chart.

   An apple can be red.
   A candy heart can be red.
   A book can be red.
   A house can be red.
   A balloon can be red.

   Children's drawings, along with chart, may be used to make a cooperative bulletin board about red OR a class book on red which can be placed in the library corner for children's use during the work/play period.

2. Configuration activity - Use red apples or strawberries for a motivation. Write the word red at random several times on chalkboard, surrounded by many other words which are different in configuration. Call on individual children to use the red chalk and put a box around the word red. Show children how to "box" the word red, demonstrating and using verbal directions, e.g., "Let's start at the left, go down to the bottom, across to the right, up, across to the left, down, and across to the left to close the shape." Share the red fruit with the children.

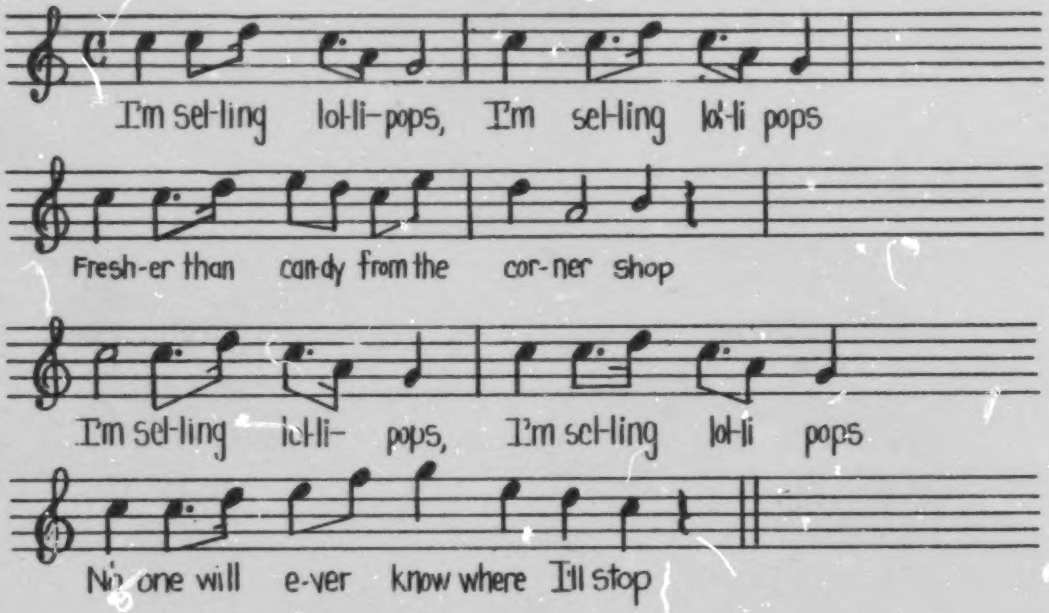


3. Have children paint something red at the easel during free play. Ask the "artist" to tell you about his/her red picture. Write the child's response on the painting. Have the child point to the word red in the sentence you wrote from the child's dictation.

4. Make copies of the attached activity sheets or similar ones for additional reinforcement of concept and word red. These may be used as follow-up to direct instruction with the whole class or by individuals and small groups at the Language Arts Center during the work/play period.

5. Teach children Lollipop Game which can be used for reinforcing identification of all colors.

Lollipop Chart


I'm sel-ling lol-li-pops, I'm sel-ling lol-li pops
Fresh-er than can-dy from the cor-ner shop
I'm sel-ling lol-li- pops, I'm sel-ling lol-li pops
No one will e-ver know where I'll stop

Lollipop Game:

Teacher walks around room singing Lollipop Chant* along with children. Teacher carries lollipops made of colored construction paper and straws. When the song stops, teacher stands in front of child and asks, "What color is this?" If child responds correctly, child receives the lollipop from the teacher and follows the leader in the Lollipop Parade. Song begins again and the lollipop parade continues until all the lollipops have been distributed. Children love this game, and it can also be played as a circle game with the "Lollipop Man" walking around the circle selling lollipops as vendor and the children sing the chant.

* Note: If real lollipops are used, the lollipops should be the type made from pure fruit juice. The idea of fresh fruit juice as a good food should be discussed.

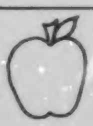
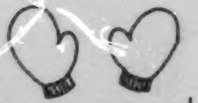
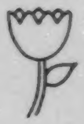
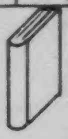
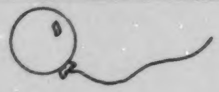
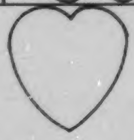
Read "What To Do" for the children and review directions with class before children begin work.

ACTIVITY SHEET: RED

Name ____________________

WHAT TO DO

This is a sheet all about red. The word in each box is red. Color each picture red.

 red	 red
 red	 red
 red	 red

Read "What To Do" aloud for the children. Discuss the directions and be sure all the children know what to do before they begin work. Encourage questions and praise all efforts even if they are not always correct, by saying, "I'm glad you're trying, José ," as you assist the child to discover correct responses.

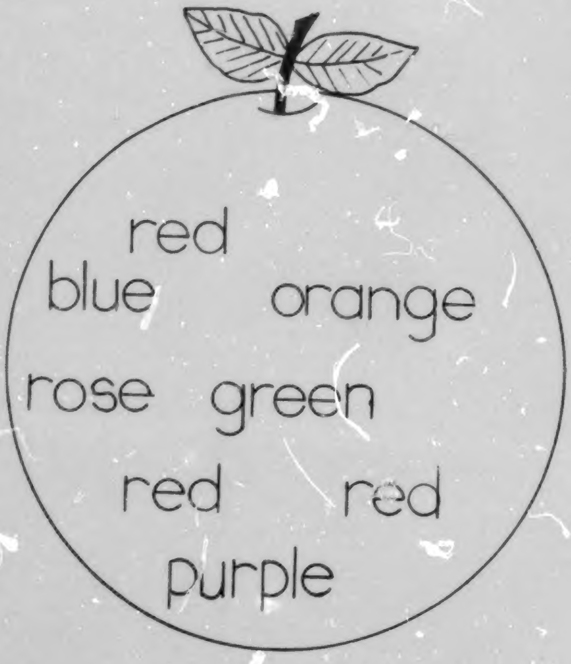
Reminder: The lesson on red, the follow-up lesson and the additional activities are prototypes and can be adapted to teaching different colors and different levels.

ACTIVITY SHEET: RED

Name ____________________

WHAT TO DO

How many times can you find the word red? Draw a red circle around the word red.



Always read directions to children. Answer any questions before children begin work. Circulate around room offering praise, encouragement and assistance.

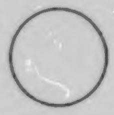
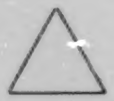
IMPORTANT: In preparing activity sheets, be sure that these are large enough for the children to use easily. Minimum size is 8½" X 11".

ACTIVITY SHEET: RED

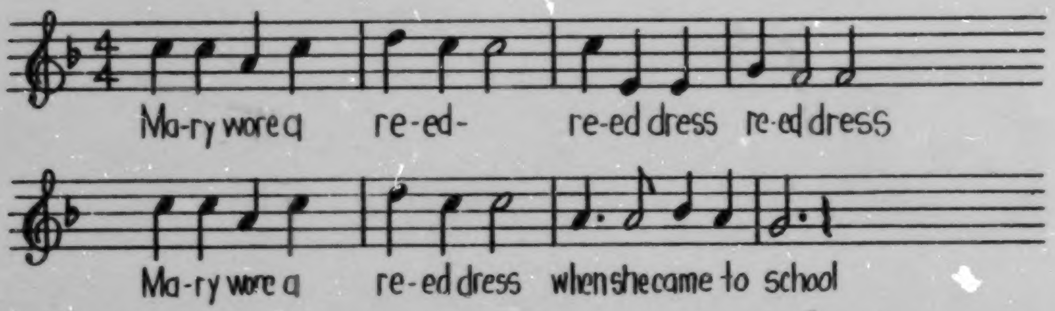
Name ____________________

WHAT TO DO

Follow the dots and write the word red. Then color all the pictures that say red in red. Do not color any other pictures.

red		red
red		red
red		blue
red		red

Teach the song as part of the lesson. Repeat for: José wore a blue tie, Susie wore grey shoes, etc.


Ma-ry wore a re-ed- re-ed dress re-ed dress
Ma-ry wore a re-ed dress when she came to school

SKILL LESSON 2

Cognitive Development/Visual Discrimination

Skill: Understanding the concepts of circle and round

Aim: To introduce the concept of circle and round

Performance Objective: Children will use visual and tactile clues to identify circles and round objectives among realia and pictures.

Materials: Large carton containing various concrete objects that are round (coin, button, paper plate, plastic lid from tub of butter on margerine, round mirror, coaster); large and small circles of assorted colors, sheet of 8½" X 11" drawing or construction paper for each child. (optional: masking tape)

Motivation: Present box containing round objects to children. Say: "In this box I have many different things. I'm going to ask you to take all the things out of the box. When the box is empty, we'll see if you can tell me something that is the same about all the things you found."

Procedure:

1. Call on children, one at a time, to remove on object from the box. Have child identify object for group. Question to elicit appropriate responses. "What did you find, Diane? Can you tell us something about how it feels? What shape is the penny?"

2. Encourage children to trace the shape of each object.

3. Have children place each object in view of group, from left to right after discussing object. Objects may be placed on display table or taped to board using masking tape.

4. When box is empty, say "Let's see how smart you are. You found a penny, a button, a paper plate, a lid from a tub of butter, a mirror and a coaster. Is there something the same about all these things?" Elicit "They are round." "Do you know the name of the shape for something that is round?" Elicit or tell children "When something is round we call it a circle. Look around our room. Do you see anything else that is a circle?"

5. Have children find other circles in room (records, round tabletops, plastic dishes, doilies, etc.) Question children encouraging the use of circle and round.

6. Say to children "Today we're going to use some circles - big ones (display) and little ones (display) - to make pictures and designs. "Provide several samples to children and encourage them to create their own circle pictures, designs.

7. Distribute to each child paste, a sheet of drawing or construction paper and two sets of circle:- one of large circles, one of small circles.

Summary/Evaluation: "What shape did we talk about today? What can you tell me about a circle? Who would like to share their circle picture or design with us?" Have several children show picture to group and discuss. Children's work may be used to create a bulletin board "Circles are ......," along with realia.

Follow-up/Reinforcement

Have children find and cut out magazine pictures of circles. These may be pasted onto a sheet of paper as the first page in a shape book created by the child.

EXTENDING RECOGNITION OF SHAPES

1. The following shapes are basic and should become familiar to every kindergarten child as they are developed in the instructional program:

   Circle
   Square
   Triangle
   Rectangle
   Star

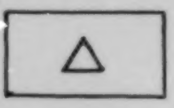
2. Each shape should be presented in one or more Direct Instruction lessons where the shape is introduced and identified by the teacher, and the children are given experience in matching, finding and/or reproducing that shape. The preceding circle lesson is a model for this procedure.

3. Provide many opportunities for tracing, coloring, cutting out and pasting of shapes. Concentrate on one shape at a time until children have mastered that shape. Use circles of different sizes and colors in one lesson, squares of different sizes and colors in another lesson, etc.

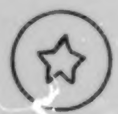
4. Distribute blocks or teacher-made oaktag cut-outs of various shapes. Discuss and identify these with class. Have child take a shape to an object in the room that is the same shape, e.g., a bookcase that is a rectangle; a table that has a "circle" top; a chart that is a square; an instrument called a "triangle," etc.

5. Provide repeated practice through lessons and games in finding shapes within shapes.

   e.g., What shape is inside the rectangle?



   What shape is inside the circle?

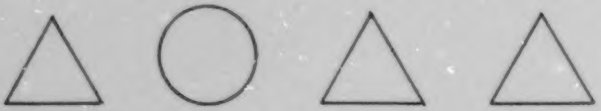


6. Teach concepts of Same and Different through shapes. Sample Activity: Present 4 shapes, 3 alike and 1 different.

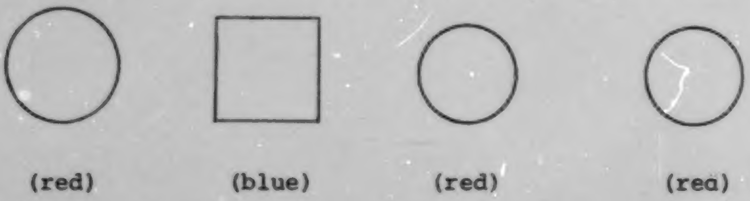
   Point to the one that is different and say
   "I can find the one that is different.
   This is different because it is a star and
   those are circles."
   Present four more shapes, three alike and one
   different.
   Then say, "Look at these shapes. Who can find
   the one that is different and tell me why it
   is different?
   Repeat many times varying the shapes in the activity.

7. Expand concept of Same/Different progressing from simple to complex differences.

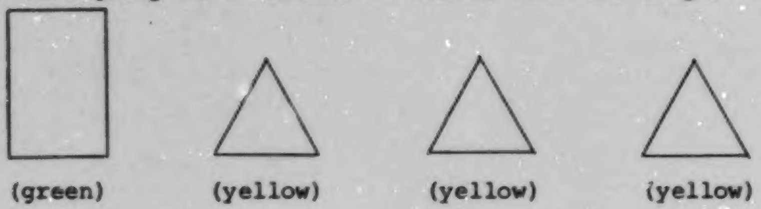
   a) One figure in a group is different only in shape.



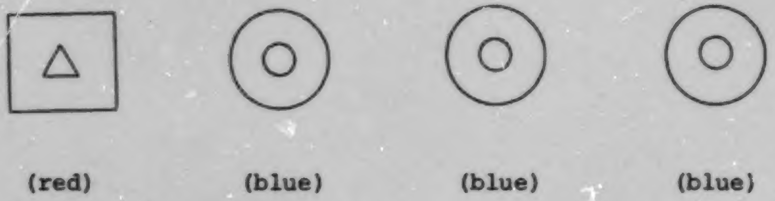
   b) One figure in a group is different in color and shape.



c) One figure in a group is different in color, size and shape.

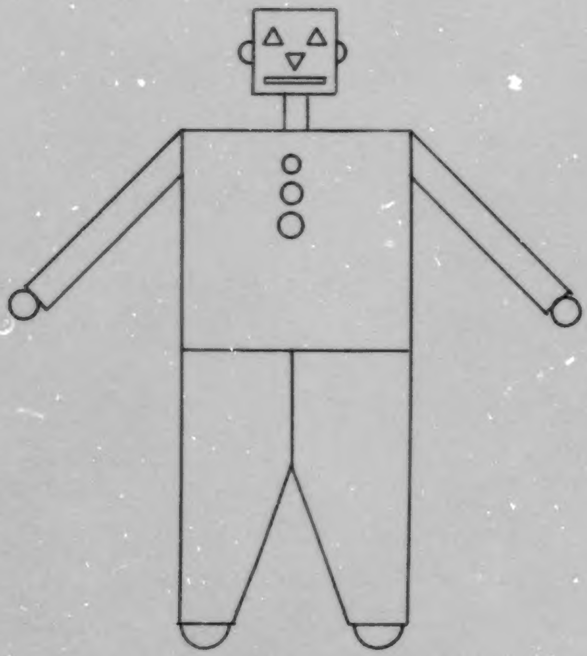

(green)
(yellow)
(yellow)
(yellow)

d) One figure in a group is different in color, size, shape and internal figure.


(red)
(blue)
(blue)
(blue)

8. Display a shape chart in the room. Review names of shapes regularly.

9. Make "Mr. or Ms. Shape" with children from construction paper.



SKILL LESSON 3

Cognitive Development

Skill:	Identifying and classifying objects
Aim:	To develop ability to classify objects by where they are found To develop oral language skills
Performance Objective:	Children will be able to identify and classify objects found in school.
Materials:	1. Familiar classroom objects (e.g. picture books, crayons, puzzles, stapler, chalk, drawing paper, paintbrush, etc.) 2. Large cardboard box, a display table 3. Activity Sheet, "Things that Belong in School." (See attached sheet.)
Motivation:	Say to the children, "Let's play a guessing game. I have some things in the box and I'd like to see if you can guess what they are if I give you a clue about them. I'll pick up the first thing and tell you something about it. Then you see if you can guess what it is."
Procedure:	1. Hold crayons in hand, inside the box out of children's view. Say to children, "I have something in my hands that we use to draw pictures with. They come in many pretty colors, like red, yellow, blue, and green. They're pointy and made of wax and sometimes - if we press too hard on them when we're drawing - they break. Can you guess what I have?" (Call on a child to respond.) 2. As child guesses "crayons," place box of crayons on the display table within children's view. 3. Proceed similarly, picking up the next item (chalk) and giving verbal clues to assist children in guessing the object. Again, when chalk is identified, place it on the display table next to the crayons. 4. Repeat Step 3 for each object in the box until all have been identified and are within children's view.

5. When all of the objects have been named, ask "Is anything the same about these things? Where can we find all of them?" Through this type of questioning, lead children to the generalization that these are things used in school.

6. Ask children to name other things we use in school.

7. Distribute an activity sheet, "Things that Belong in School." (See sample.) Discuss each picture with children, having them name the objects and decide whether or not they belong in school. Show and tell children how to cross out things that do not belong in school.

8. Children complete sheets independently as teacher moves around room assisting those with difficulty.

Follow-up: Present similar lessons on classification, using objects or pictures of things found in the home (pot, iron, dishes, stove, etc.), things found in the park (swings, benches, slide, grass, etc.), things to eat (apples, oranges, potatoes, carrots, etc.), things to wear (shoes, dresses, hats, gloves, etc.), things that take you places (cars, boats, bicycles, planes, etc.) and so forth. Assist children to name objects and identify broad category in which they belong.

Additional Activities to Strengthen Classification Skills:

1. Have children cut pictures from magazine on given themes.
   Foods
   Animals
   Toys
   Clothing

   Children can then paste these on sheets to make books on Foods, Animals, Toys, etc.

2. Have children sort objects according to color.

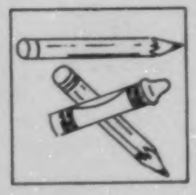
3. Have children sort objects (e.g., buttons) according to size (big buttons in one box, little buttons in another box).

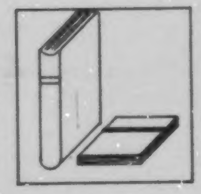
4. Provide many opportunities for children to find the one that does not belong in a group.
   a chair in a group of foods
   a shoe in a group of animals
   a refrigerator in a park

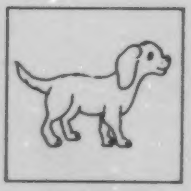
Activity Sheet

Things that Belong in School

Discuss all the pictures with the children. Ask, "What things belong in School?" Instruct children to cross out things that do not belong in school. In the empty box, ask children to draw something that belongs in school.







SKILL LESSON 4

Cognitive Development

Skill: Labeling

Aim: To help children understand that labels are names for things and to identify labels of familiar objects

Performance Objective: Students will recognize that everything has a name and will associate labels as names written down.

Materials: Pieces of oaktag approximately 4" X 8"
Felt-tip pen for printing labels.

Motivation: Oaktag labels of familiar objects in the classroom: blocks, easel, puzzles, door, window, sink, closet etc. Have a few blank labels available.

Procedure:

1. Prepare a set of oaktag labels. Print clearly the names of familiar objects in the classroom. Do not use capital letters.

2. Show the class the set of labels and explain as follows: "Girls and boys, I have a set of cards with words on them. They are the names of different things in this classroom. I will tell you what they say, and you can tell me where they go."

3. Hold up each label, telling the children what it is, and place the card where it belongs.

4. Ask the students to suggest at least two other areas or items which have not been labelled. Print these labels and place them where they belong.

Follow-up: As new objects or centers of interest are established in the classroom throughout the year, have the students help you to label them.

SKILL LESSON 5

Cognitive Development/Visual Discrimination

Skill: Name recognition, visual discrimination

Aim: To develop student's ability to recognize own name

Performance Objective: Each student will use auditory and visual clues to match name card to printed name on the board.

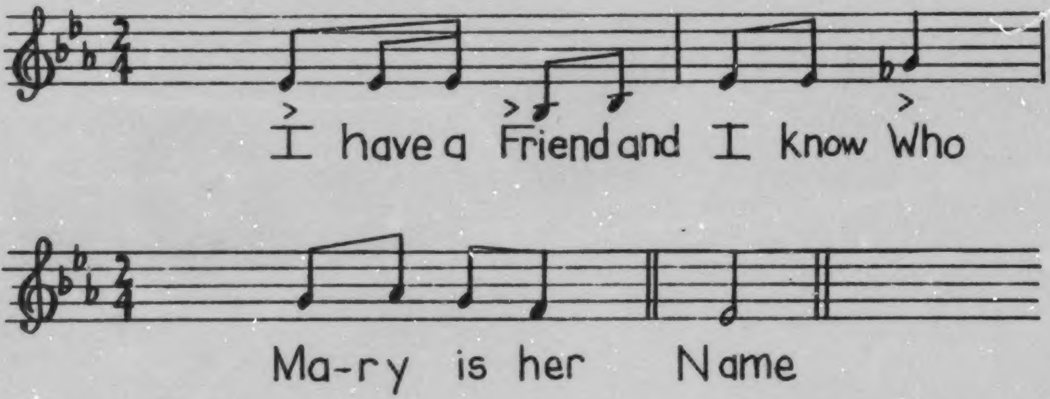
Materials: 5" X 8" name card with each child's name printed clearly in manuscript writing using magic marker

Motivation: "I'm going to give you a card with your name on it and then sing a song about all my friends. If you hear your name and see me write it on the board, bring up your name card to the front of the room and match it to your name on the board."

Procedure:

1. Distribute name cards to the students.

2. Sing name chant as follows: (Write name on board as you sing it.)



3. Student comes up and matches card to name. Help student to note similarity of two words.

4. Repeat above until all the students have had a turn.

Follow-up: Play another name game with the students using name cards. Say to children, "I'm thinking of someone who has brown short hair and brown eyes, and her two front teeth are missing. She's wearing a red dress and her name is __________." (Hold up name card, Maria.) Child recognizes name and stands. Repeat this procedure, giving many other students the opportunity to identify their own names.

Additional Activities:

1. Distribute name cards to children. Keep a duplicate set of name cards for yourself. From your set, display three name cards on pocket chart. Call on one student to come up and match name card to the one on the chart. Repeat several times, changing the names on pocket chart, giving many children the opportunity to match names.

2. Write three names on the board. Call on one child to come up and draw a line under their own name. Be sure names are printed clearly and spaced properly to facilitate student's recognition.

LETTER RECOGNITION AND KNOWLEDGE OF THE ALPHABET

Children should become aware of the alphabet and individual letters during the kindergarten year. Letter recognition and knowledge of the alphabet can be fostered by planning the following practices in your classroom:

1. Display the manuscript alphabet in a prominent place in your classroom from the first day of school. Use a picture alphabet (if possible) which is commercially made or which you have made yourself. A picture whose name begins with a particular letter will help the child to remember that letter.

2. Say/sing alphabet often with the children, pointing to each letter as you say it. Vary this activity by having a child "play" teacher and point to the letters as the children say them.

3. Make a sandpaper alphabet. Have the children match the sandpaper letters to the letters printed on their name card.

4. In teaching phonetic sounds to the children introduce the written letter symbol after the children have learned to identify the sound at the beginning of the word.

5. Encourage children to trace and/or copy their names. Tell them the name of each letter of their name as it is written.

6. Prepare activity sheet and task cards for making letters. Say "Today is A day. Let's see how many times we can find A."

7. Provide opportunities for children to match plastic or sandpaper letters to letters on labels in the classroom.

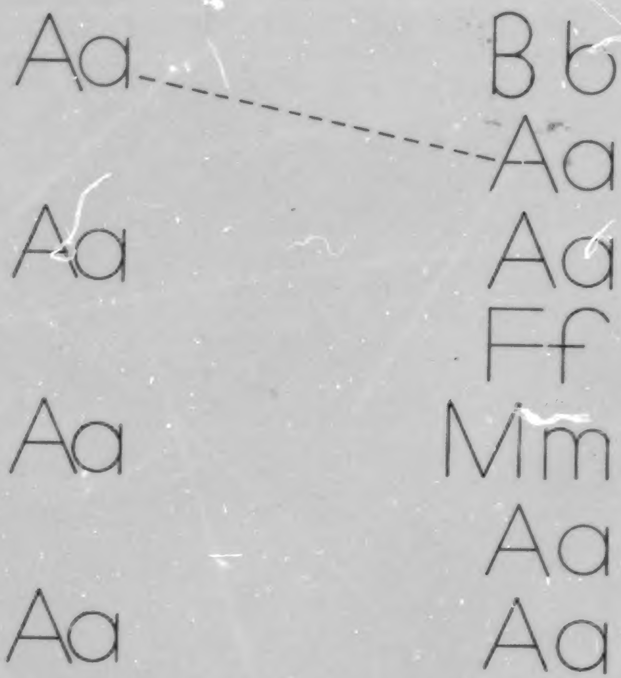
8. Play alphabet riddle games. "I'm thinking of the letter that comes after Cc. Who can to to the alphabet and point to that letter?"

9. Prepare activity sheets for letter recognition such as the sample on the following page.

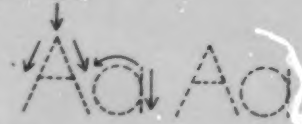
Draw a line from Aa in the left column to Aa in the right column. How many times can you find Aa?

ACTIVITY SHEET FOR LETTER RECOGNITION

Name: ____________________


Aa
Aa
Aa
Aa
Bb
Aa
Aa
Ff
Mm
Aa
Aa

Write Aa here.



Guidelines for Expanding Cognitive Development and Oral Expression

The kindergarten classroom is the ideal setting for beginning development of critical thinking and oral expression skills. Discussion should be an integral part of the entire kindergarten program, providing ample opportunity for children to describe and interpret objects and situations in their daily environment.

1. Provide opportunities for storytelling:

   a) Read many stories to children.
   b) Have children decide on a different ending for the story.
   c) Start a story. Call on each child in turn and have child add to the story.
   e.g., Teacher: "I went to the candy store."
   Ricardo: "I went to the candy store and saw Maria there."
   Anthony: "I went to the candy store and saw Maria there.
   She said she forgot her money."
   etc. etc. etc.

2. Provide opportunities for children to work with a variety of objects and materials, e.g., dolls, blocks, puzzles, paints, clay.

3. Talk to children about what they're doing.

4. Provide opportunity for children to use imagination.
   "What would happen if __________?"
   ---the sun shone all night
   ---it never snowed
   ---we could live under water
   ---everything were the same color

5. Provide frequent opportunities for dramatization.

6. Provide a wealth of experiences for teaching concepts, e.g., cutting up a pumpkin, visiting the firehouse, making chocolate pudding.

7. Use media of art and music to teach concepts.
   Art - color, texture, consistency, light, dark, drip, splash, etc.
   Music - high/low, fast/slow, hard/soft

8. Use commercial and magazine photographs and pictures to foster critical thinking in problem solving and reasoning. Ask: Who - What - When - Where - Why - How. Discuss the main idea, figures in foreground, background, colors; events, preceding the situation depicted; predicting what may follow, etc. Excellent commercial pictures with teaching suggestions are available for this purpose. See Bibliography under Picture Series. Magazine pictures and photographs may serve equally well.

9. Utilize a variety of audiovisual materials--listening center, overhead projector, filmstrip project, movie projector, etc.

10. Encourage children to construct their own storybooks, dictionaries, picture books.

Utilize the following activities regularly:

- Weather and seasonal changes - Discuss daily with children, with special emphasis as appropriate. (A heavy snow or very windy day might stimulate extensive discussion.)

- Show and Tell - The teacher provides opportunities for the children to bring to class toys, souvenirs, collections, or other cherished possessions which they "show" and "tell" about.

- Inference Skills - Develop through storytelling and questioning.

- Watching Game For Sequence
  A child or the teacher performs a series of acts, such as tapping with a pencil, lifting a book, and picking up a crayon. Individual children are called upon to recall the nature and order of the acts performed.

- Carrying Out Directions
  Play the "Directions Game." A child is called to the front of the room and given three simple directions to carry out. (Example - "Go to the back of the room, touch the easel, then skip back to your seat.")

- Original Word by Word Stories
  The teacher and the children sit in a circle. A child or the teacher starts off with a word such as "Sammy." Then the next child adds another word, repeating the first, as in "Sammy can." Each child adds a new word until a complete sentence is formed.

- Supplying Endings
  The teacher reads three or four lines of a story unfamiliar to the children. The children then supply the endings. "Harold loved to draw pictures. He always drew monster pictures. One day he fell asleep after drawing a monster picture. While he was asleep he..."

SKILL LESSON 6

Cognitive Development

Skill: Recollection of sequence of events, logical thinking

Aim: To develop student's ability to recall sequence of events

Performance Objective: Students will be able to recall the sequence of events in a simple story.

Materials: Picture book, In the Forest*, by Marie Hall Ets; paper horn; paper hat; if possible, large pictures of animal characters from story (rabbit, monkeys, bears, elephants, etc.)

Motivation: "Did you ever go on a make-believe walk? What did you see?" Call on several students to respond. Explain that today's story is about a little boy and all the things he saw when he went for a make-believe walk. "Listen carefully and try to remember everything the little boy sees. At the end of the story, we'll talk about the little boy's walk and maybe we can act out the story."

Procedure:

1. Read story dramatically to students. Slowly rotate book so that all the children get a chance to see each picture.

2. Through questioning, help the children recall the sequence of events in the story, e.g., "Whom did the little boy meet first?" (Allow time for response.) "He walked a little further and then whom did he meet next?" etc., until all the characters and events in the story have been named in sequential order*

3. "Let's see if we can act out the story now". Set the stage for dramatization. Provide props (horn, paper hat, etc.) and select several volunteers to be characters. (If large pictures of characters were used in step #2, distribute these now to the children playing the respective characters.) Reinforce sequence as children (characters) are placed around the room in the order in which the boy will meet them.

---

*This book is available in most school and public libraries. However, many other simple stories are equally good for teaching sequence of events. Among these are The Gingerbread Man, I Know An Old Lady, The Three Little Pigs, The Five Chinese Brothers, The Three Bears, and The Little Fish That Got Away.

4. Narrate the story as children dramatize. Praise any attempts through a reassuring, genuine smile!

5. At the end of dramatization, teacher and students all applaud the actors!

** Note: If teacher-made or commercial pictures of the story's characters are available for the lesson, these can be very helpful. The large pictures can be placed along the chalkboard ledge, and the children can arrange them in sequential order from left to right. This activity would also strengthen left-to-right progression skills.

Summary

1. Develop experience chart with class. Say, "We had such a good time with our story, In the Forest, let's see if we can write our own story so everyone will know how much fun we had!"

2. Through questioning, develop content of experience chart. The question "How did our good time start?", should lead to a response like,
"Today we heard a story called, In the Forest." (Record on chart.)

3. Ask, "Did we like the story?" Elicit positive response, then say to child, "Tell me in a sentence what we liked." Child responds, "We liked the story."
Teacher writes as child speaks and then says, "We liked the story and what did we do when the story was over?" That's right. We acted it out, so let's write that on the chart."

4. Ask, "Who played the little boy?" Elicit response in a complete sentence.

5. Continue questioning until entire sequence has been restated.

Completed Chart

Today we heard a story called, In the Forest.
We liked the story and we acted it out.
José played the *boy.
Maria and Alice played the *elephants.
Joseph and George played the *bears.
Elba, Nancy and Mark played the *kangaroos.
Eric played the *stork.
Felix and Louis played the *monkeys.
Marilyn played the *rabbit.
Fred played the *father.
The children did a good job acting.
We all clapped when the play was over!

*Pictures for characters may be used instead of words.

Follow-Up: Have children draw pictures to illustrate experience chart. Again, recall and reinforce sequence through questioning.

Additional Activities:

1. Tell the students a story about a boy who has eaten an apple. Show them four large simple pictures of the apple in various stages (whole, completely eaten, half-eaten, three-quarters whole), out of order. Have the students arrange the pictures from left-to-right in correct sequence on a pocket chart or chalkboard ledge. (See sample on following page.)

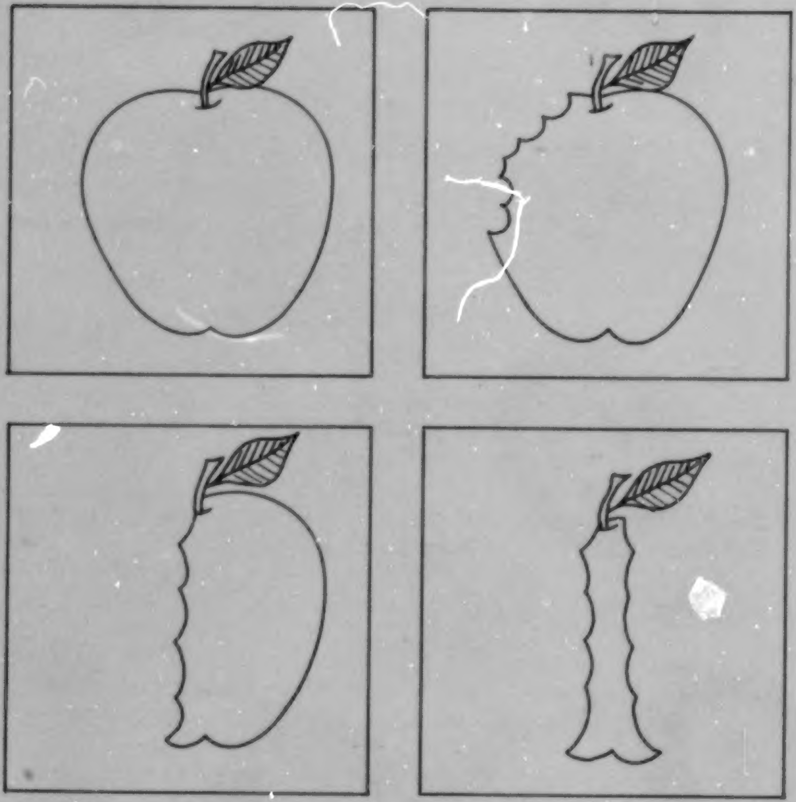
   Other themes for this lesson are:
   a) A building under construction
   b) The growth of a plant
   c) A balloon being blown up
   d) A child growing

2. Summarize each day's activities by recalling sequence of day's events with the children at the end of the day.

3. Help children plan experiences in sequence.
   E.g., a) a recipe
   b) a Halloween party
   c) a neighborhood walk

4. Comment and question during school day to strengthen children's understanding of time and sequence.
   E.g., "We'll have our snack first and then go to the pet store."
   "What will we have to do before we start to paint?"

Sequence



SKILL LESSON 7

Skill Area: Auditory Discrimination

Skill: Recognition of gross environmental sounds

Aim: To develop children's ability to identify common environmental sounds

Performance Objective: At the end of the lesson, children will associate common environmental objects and events with their corresponding sounds.

Materials: Bell, whistle, ball, keys, block, large cardboard box.

Motivation: Display materials on table for children. Have children identify objects by name.

Say to children, "We're going to use all these things to play a listening game. I'm going to make a sound with one of these things. You listen and then see if you can tell me what made the sound."

Procedure:

1. Hide all the objects behind the large cardboard box which should be used as a screen.
2. Make a sound with the bell.
3. Select a child to tell you what made the sound, and have him or her come up and make the same sound, showing the bell to the class.
4. Repeat until sounds have been made with all five objects.
5. Be sure to praise children for good listening.

Follow-up: Repeat the above lesson several times, changing the objects so that children gain ability to identify a wide range of environmental sounds.

Additional Suggested Sounds:

Tearing paper
Rhythm instruments (drums, tambourine, triangle, etc.)
Shaking coins, Banging a hammer, Tapping a pencil, Rubbing sandpaper together
Animal sounds (Teacher hides behind screen making dog, cat, bird, bee sounds. Child selects picture of animal that could have made the sound.

SKILL LESSON 8

Skill Area: Auditory Discrimination

Skill: Distinction of voices

Aim: To develop ability to recognize voices

Motivation: "Let's play a listening game. What part of our bodies will we have to use to listen?" (Wait for response.) "We're going to close our eyes and I will tap someone to say 'Who Am I?' We'll listen with our ears and try to guess who spoke."

Procedure:

1. Have children close their eyes.

2. Tiptoe over to a child and quietly tap the child. The child says, "Who am I?" Other children try to guess.

3. Repeat above, calling on several children to be "It."

Follow-up: To further develop auditory acuity, the class can play the Echo Game. The teacher says something in a tone of voice different from her own. A child is called upon to repeat what the teacher said using same tone of voice as the teacher. The teacher can use a big voice, a little voice, a laughing voice, a crying voice, etc.

SKILL LESSON 9

Skill Area: Auditory Discrimination

Skill: Recognition and reproduction of simple rhythms

Aim: To develop ability to identify and repeat a rhythm

Performance Objective: Children will be able to listen to and reproduce a simple tapping rhythm

Materials: Tongue depressors, rhythm sticks (one only), pencils, paste sticks or anything which can be used to tap out a rhythm

Motivation: "We're going to use these sticks to play a game. I'll make some sounds with *my* stick." Distribute the sticks to children instructing them to hold them quietly until the teacher makes a sound for them to repeat.

Procedure:

1. Tap out a simple rhythm on a desk or table, out of the children's view.
2. Have the children repeat the rhythm.
3. Repeat several times, varying the number of beats to the rhythm, loudness and softness, and running from simple to more complex.

Note: The children will enjoy playing this game often, and it will serve to sharpen their auditory acuity.

SKILL LESSON 10

Skill Area: Auditory Discrimation

Skill: Recognition of rhyming words

PREPARATION FOR RHYMING

1. Teach the children several nursery rhymes, introducing them with large commercial or teacher-made pictures, if possible. Encourage the children to say the rhymes with you and tell you which words rhyme. A sample of nursery rhymes is included below for your reference.

2. When the children are familiar with several rhymes, perform the following activity:
Recite part of a nursery rhyme, pause before the rhyming word and wait for the children to supply the rhyming word.

NURSERY RHYMES

RAIN

Rain, rain, go away
Come again another day;
Little Johnny wants to play.

HEY DIDDLE DIDDLE

Hey, diddle, diddle!
The cat and the fiddle,
The cow jumped over the moon;
The little dog laughed
To see such sport,
And the dish ran away with the spoon.

LITTLE BOY BLUE

Little Boy Blue, come, blow your horn!
The sheep's in the meadow, the cow's in the corn.
Where's the little boy that looks after the sheep?
Under the haystack, fast asleep!

JACK AND JILL

Jack and Jill went up the hill,
To fetch a pail of water;
Jack fell down, and broke his crown,
And Jill came tumbling after.

LITTLE MISS MUFFET

Little Miss Muffet
Sat on a tuffet,
Eating her curds and whey.
Along came a spider,
Who sat down beside her,
And fightened Miss Muffet away.

HUMPTY DUMPTY

Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall,
All the King's horses and all the King's men
Couldn't put Humpty Dumpty together again.

Additional Activities:

1. Say a pair of words for the children. Have the children clap if they sound alike or if they rhyme.

A) sand hand

B) go see

C) light night

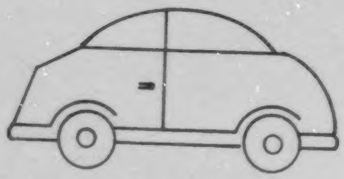
D) fish dish

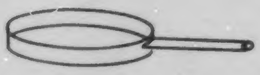
E) cat hat

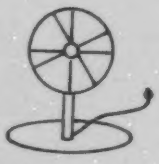
F) time fun

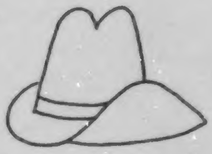
2. Prepare activity sheet on rhyming words. Have the children connect lines from left to right between the rhyming pictures. Demonstrate this activity at flannelboard or chalkboard with pictures first.

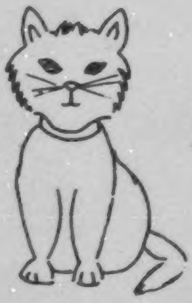
Rhyming Activity at Flannelboard or Chalkboard
(Rhyming words: car, star; fan, pan; cat, hat

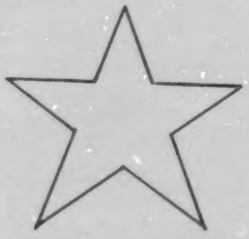












A similar activity may be used on individual activity sheets, teacher-made or commercially prepared.

SKILL LESSON 11

Skill Area: Auditory Discrimination

Skill: Recognition of rhyming words

Aim: To develop an awareness of rhyming words.
To understand what is meant by the term rhyming words

Performance Objective: Children will be able to solve riddles by supplying a rhyming word.

Motivation: Say to the children, "Let's play a guessing game. I'm going to think of a word and see if you can guess what word I'm thinking of."

Procedure: Say to the children:

1. "I'm thinking of a word that rhymes with fall. It's something that you play with, and you can bounce it, throw it and catch. What is it?" (Response from child should be "ball.")

2. "Can you think of any other words that rhyme with fall?" (If children have difficulty, explain to them that rhyming words sound the same. Give them examples of words that rhyme with fall, e.g., call, tall, hall.)

3. "I'm thinking of a word that rhymes with tire. It's very hot, and it will burn you if you touch it. What is it?" (Response: fire)

4. Repeat several other riddles, giving children ample practice with rhyming words. Some of the rhyming words might be: cat, fat; sun, run; boy, toy; man, fan; cake, make; etc.

Summary: Ask, "You really played that game well! What kind of words did we talk about today?" (Allow time for response - "Rhyming Words")
"What does it mean when we say words are rhyming words?" (Through questioning, lead to generalization "Rhyming words are words that sound the same (or alike)."

Follow-up: Cut small pictures from magazines of objects whose names rhyme. Paste oaktag backing on each picture and cover the front with clear contact. These can be used to play rhyming card games or can be matched on a pocket chart.

SKILL LESSON 12

Skill: Initial consonant recognition

Aim: To introduce the initial consonant M

Performance Objective: The child recognizes spoken words which begin with the sound M

Materials: Picture, puppet or doll of Mickey Mouse (Monkey may be substituted instead); large carton filled with common objects such as milk, money, mustard, mittens, mayonnaise, mask, mat.

Motivation: Present Mickey Mouse (or monkey). Ask the children, "Can anyone tell me who this is?" Call on a child to respond. "Yes, this is Mickey Mouse, and he has brought a trick box full of things to play a game with you. Mickey wants us to look in the box and see if we can find something that is the same about all the things in the box."

Procedures:

1. Have a child come up to the box, pull out an object and name the object. (If child has trouble, call on another child to help, or tell the child the name of the object yourself.) "What did you find in the box, Martha?" (Wait) "Good -- now will you put the milk right here on the table?"

2. Call on several other children to find an "m" object, name it and place it on the table. Guide children to place objects in a row from left to right.

3. As each object is pulled out and placed on the table, verbally summarize the row of objects for the children. "Now we have milk, mayonnaise, mittens, and mustard. Who wants to come up and see what else is in the box?" Encourage children to join in the summary of objects with you each time a new object is added.

4. Repeat above until all the objects are visible to the children.

5. "Let's say the names of all these things Mickey brought in the box." (Lead children in naming objects left to right emphasizing initial consonant m for each word, e.g., milk, money, mittens, etc. "Can you hear something that is

the same about all those things?" (Call on a child to respond.) If children are unable to respond, repeat summary and tell the children--"They are the same because they all begin with m-m-m." (Make m-m-m sound.) "Now can you guess why Mickey Mouse brought in all these things?" (Wait for response) What sound does Mickey Mouse begin with?"
(Elicit "Mickey Mouse begins with m-m-m Right; and that's why he brought in the money and the milk and the mittens (etc., etc.). They all begin with the same sound as Mickey Mouse and that sound is m-m-m."

6. Distribute an activity sheet similar to the sample which follows. Say, "We're going to look at all the pictures on this page and mark the ones that begin with m, like Mickey Mouse."

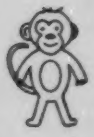
7. Call on children to name all the objects on the page. (Be sure to discuss objects left to right and top to bottom.) "Does key begin with m? Are we going to put a mark on key? Why not?" Discuss remaining pictures on page similarly.

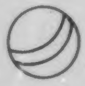
Follow-up: 1. Ask children to bring in pictures of things that begin with "m" like Mickey Mouse.

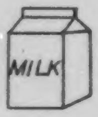
ACTIVITY SHEET

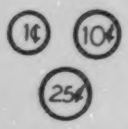
WHAT TO DO

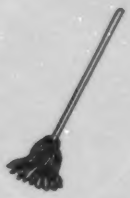
Look at each picture and say its name. Does it begin with the sound m-m-m? If it does, draw a line under the picture. (Teacher demonstrates.) If it does not, leave it alone. You may also color only the pictures which begin with the same sound as mask.

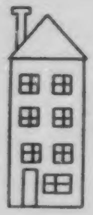












Expanding the Learning Through Additional Activities

1. Introduce the written symbol which makes the sound m-m. Method - Show children m objects brought to school by Mickey Mouse. Say, "Here are some of the things Mickey Mouse brought to school yesterday. Do you remember what was the same about monkey, marshmallow, mask, and milk? (wait) That's right -- they all begin with the sound "m." (Display sound card with m.) This is the way the sound m looks when we write it."

2. Paste magazine pictures or teacher-made drawings to board of things that do and don't begin with "m". Say, "Let's look at some of the pictures on the board. Can you find a picture of something that begins with m? If you can, I'll give you a card with the sound "m" to paste under the picture." (Be sure pictures are backed with masking tape before this activity.)

3. Prepare writing sheet on the sound "m" with children. Discuss with children and show them how to write the sound. Practice making m on the board, in the air and on paper several times. Children may work on writing sheet at the Language Arts Center during the work/play period.

4. Tell the children to clap if you say a word that begins with m.
   Suggestions

   Mommy
   Mathew
   map
   month

   Marco
   father
   boy
   catch

   many
   sun
   more
   marbles

5. Have the children draw pictures of things which begin with m which teacher binds together to make a class book of m.

6. Experience charts on m - After an activity of cutting out pictures that begin with m, a simple chart might be written. E.g., Today we cut out pictures.

7. The names of all the pictures begin with m.

   Marco found a man - (Paste picture of object here.)

   John found a monkey. (Picture)

   Esther found mayonnaise. (Picture)

   Diane found meat. (Picture)

SKILL LESSON 13

Skill Area: Auditory Discrimination

Skill: Initial Consonant Recognition - sound-symbol association

Aim: To reinforce auditory discrimination of initial consonant m.

Performance Objective: Children will use auditory discrimination skills to identify words that do and do not begin with m.

Materials: Teacher-made activity sheet on writing "m". Large oaktag card with m.

Motivation: "Today we are going to play a clapping game. Every time I say a word which begins with "m" (display sound symbol card), I want you to clap your hands. If the word does not begin with m, do not clap.

Procedure:

1. Give the children only words beginning with m the first three times. If they do not respond correctly, say "Listen carefully--mother. Does mother begin with m? Yes, so when I say mother, everyone should clap."

2. On the fourth presentation, introduce a word beginning with a grossly different sound (t, r, s, etc.).

3. Alternate m words with other words, following no specific pattern, for a total of 10 words.

4. Select a child to "teach" and give the children words which do and do not begin with m.

5. *Distribute writing sheet on "m". "Let's see if we remember how to write this sound. What sound are we going to write?"

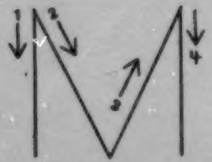
* Children should have many basic experiences in fine motor activities before they are expected to write letters. Experience in writing straight lines and circles precedes writing of letters. See "Motor Coordination and Beginning Reading and Writing."

ACTIVITY SHEET

WHAT TO DO

"This is a sheet all about a letter we talked about today. What letter is on this sheet?" (Point - Wait for response.) "What sound does the letter "m" make? Watch me as I write the capital "M." (Demonstrate) "Now you are going to write the capital "M" on your sheet."

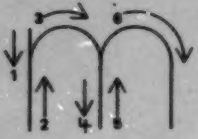
Teacher: "Read What to Do" to children before they begin work.



ACTIVITY SHEET

WHAT TO DO

"This is a sheet all about a letter we talked about today. What letter is on this sheet?" (Point - Wait for response.) "What sound does the letter "m" make? Watch me as I write the small "m." (Demonstrate) "Now you are going to write the small "m" on your sheet."



Follow-up: Activities to be used at another time of day, week or year for reinforcement

1. Play riddle games with children for initial consonant recognition, e.g., "I'm thinking of something that begins with m (hold up sound card with m), and you use it to buy things when you go to the store. What is it?"

2. Children cut out (from magazines) and paste on sheets pictures of things beginning with m, so that each child can have his/her own book of m. (This can be done independently or with adult supervision, during Activity period, at one of the Learning Centers in the room.

3. Train Game

Holding up large oaktag sound cards with m, teacher says "Today we are going to make an m train. If you want to get on the train when I stop at your station, you have to tell me something that begins with m. Ready?" Teacher "chugs" around the room to the following chant:

"Here comes the m train chugging on the track. It stops at the station to pick up ______________."

Teacher stops at side of child who must supply an m word. "Good. The m train can pick up a monkey. Here's an "m" for monkey, and now you can ride on my train." Teacher repeats many times, as several children board the train (which gets very long) when they supply an m word and get the sound m to carry. Encourage children to join the chant.

Note: These activities can be used as children are taught any and all of the sounds of the letters during the year.

SKILL LESSON 14

Skill Area:	Visual Discrimination
Skill:	Recognition of visual similarities
Aim:	To develop ability to recognize objects which are visually the same.
Performance Objective:	Children will be able to select objects which are the same and understand the meaning of "same"
Materials:	Twin sets of real or plastic fruits, teacher-made chart on same, manila drawing paper, crayons
Motivation:	Mary and Robert are coming to my house for lunch today, and every time they come I have a problem because they always want to eat exactly the same things. Let's see what kind of fruit I have for dessert and find out if I have two fruits that are the same so Mary and Robert will be happy!

Procedure:

1. Have twin sets of fruits placed in a large bowl on display table. Pick out one piece of fruit (e.g., an apple) and place it on the display table.

2. Say to children, "I have one apple on the table. Who can come up to the fruit bowl and find another piece of fruit that is the same as this one?"

3. Select a child to come up to the bowl and find the other apple, i.e., the fruit that is the same as the one on the display table.

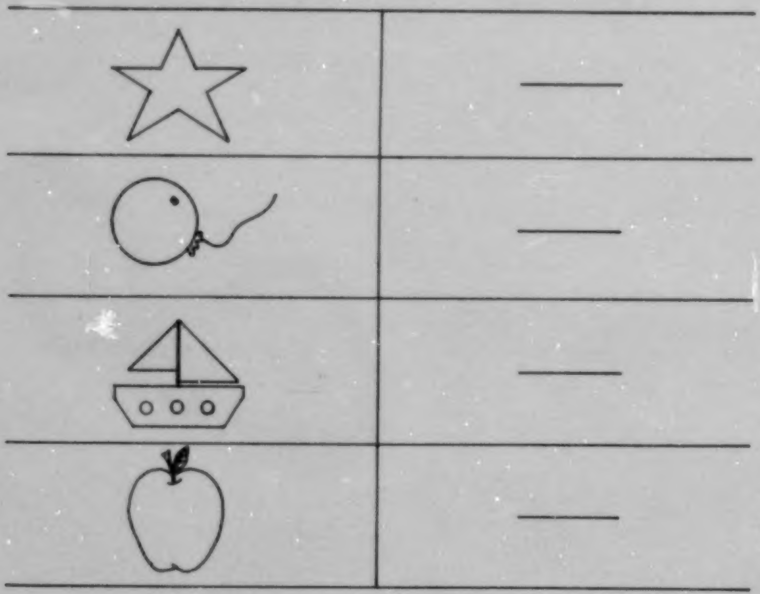
4. "Juan found a piece of fruit that is the same as the one I found. Why are they the same?" Through questioning, lead to generalizations that they are both fruit, they are both apples and, most important, they look alike; therefore, we say they are the same.

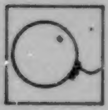
5. Repeat 1-4 with other fruits (bananas, oranges, pears, grapes) strengthening the concept of same.

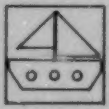
6. "Let's look at some pictures and see if we can find the ones that are the same." Present teacher-made chart on things that are the same. Discuss each picture with children and have them select from the cards at the bottom of the chart the one that is the same. (See next page.)

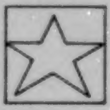
"THE SAME" GAME

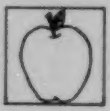
Choose a card which is the same as the picture and place it in slot to the right of the picture.











Summary: "What did we learn about today? Did we learn about things that are different?" Through questioning, lead to generalization that we learned about things that are the same. "When things look alike, we say they are the same."

Follow-up: Distribute manila drawing paper to children. Show them how to fold paper in half, and tell them they are going to draw two pictures--one in each box--that are the same. Tape three or four sheets of paper to the board, and demonstrate how this can be done.

Additional Activities:

1. Provide children with a variety of materials so that they can select those that are alike.

2. Provide opportunities for children to reproduce a given shape, form or design.

3. Provide opportunities for children to complete an incomplete form, shape or design.

4. Teach the concept of different by providing five objects -- four alike and one different -- repeatedly to the children. Instruct them to find the one that is not the same. Tell them this one is different, or not the same as all the others.

5. Give children many opportunities with objects, pictures, drawings on board, activity sheets, etc., to find the one that is different.

6. Develop fine visual discrimination skills by finding letters and numerals that are the same and different. (It is not necessary that children know the letters and numerals to perform this skill, but only that they be able to distinguish similarities in shape.)

SKILL LESSON 15

Skill Area: Left to right progression

Skill: Eye movement from left to right on a printed page

Aim: To introduce and provide practice in left to right progression.

Performance Objective: Children will develop ability to "read" and draw lines from left to right.

Materials: Large teacher-made or commercial pictures of cartoon characters, e.g., Mickey Mouse, Dumbo, Snoopy, Charlie Brown, Curious George, etc.

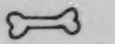
Motivation: "I brought some friends to school today, and each one of them is looking for something he can't find. Let's see if you can help my friends by showing them how to walk to find what they lost."

Procedure:

1. Display pictures of cartoon characters in vertical column on left-hand side of chalkboard. About two feet horizontally away from each character, draw appropriate objects in a corresponding vertical column.

A piece of cheese for Mickey Mouse

A bunch of peanuts for Dumbo

A bone for Snoopy 

A ball for Charlie Brown

A banana for Curious George

2. Say to the children, "All my friends are on the left side of the board and are looking for something on the right side of the board. (Point to left and right respectively as you speak.) Who can come up to Mickey Mouse (point) on the left side of the board and draw a line showing him how to get to the cheese (point) on the right side of the board?"

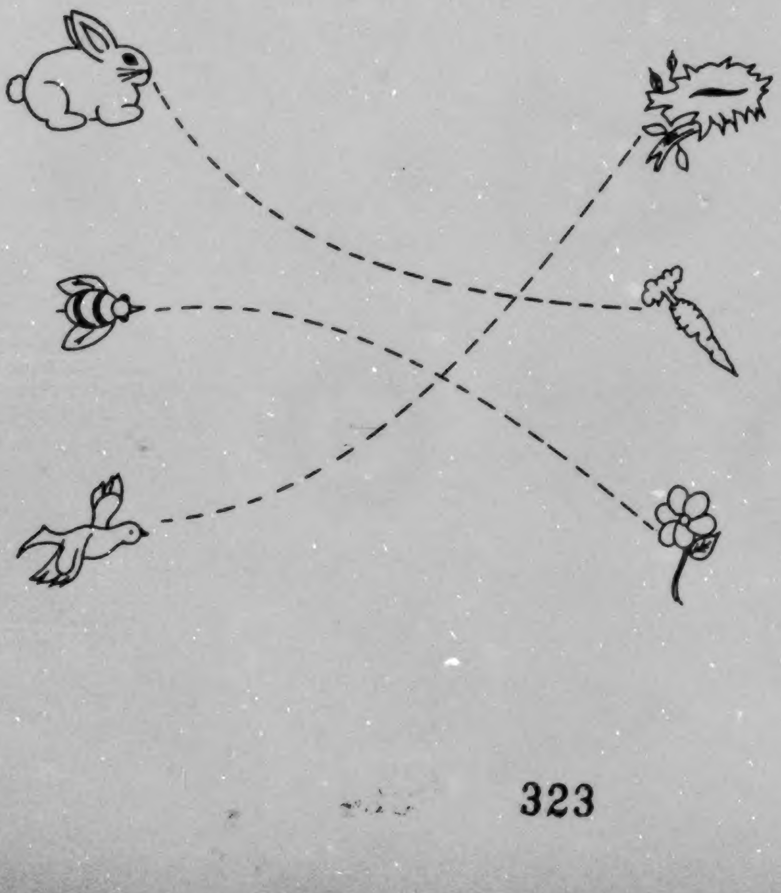
3. Select a child to draw a line from Mickey to the cheese. Verbally reinforce understanding of left and right. "Remember to start the line on the left side where Mickey is standing and go all the way to the right side where the cheese is waiting."

Summary: Say to children, "Here are all our friends on the board. Who remembers what side of the board they were on?" Elicit response, "The left side."

Say to children, "Just as we helped our friends go from left (point) to right (point), we are going to learn that we read words and stories and books and signs from left to right. Tomorrow, we'll talk some more about moving our eyes from left to right when we read."

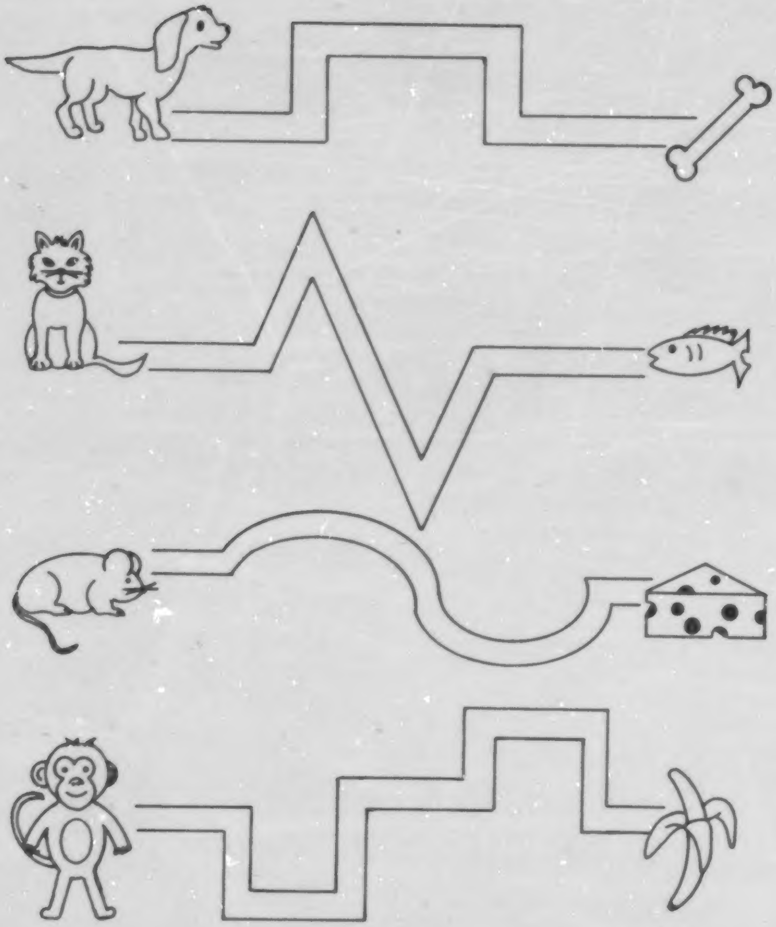
Follow-up: Distribute Left-to-Right Activity Sheet I. Say to children, "Remember how we helped our cartoon friends go from left to right to find their surprises? Today we are going to help all the animals on this page to go from left to right to find some goodies. Let's start with the rabbit on the left and trace the wiggly line with our fingers to show him the way to the carrot on the right." Discuss each picture with children, and have them trace the left-to-right paths with fingers as a group. Then have them take out crayons and draw the paths from left to right, finally coloring all the pictures.
Repeat this procedure on another day with a similar activity sheet.

LEFT-TO-RIGHT ACTIVITY SHEET I



Directions: Discuss the first picture. "The dog wants to find the bone." Have children trace with their fingers the path the dog takes. Follow the same procedure with remaining pictures. Then have the children draw lines from pictures on left to matching pictures on the right. They may draw lines with different colored crayons.

LEFT-TO-RIGHT ACTIVITY SHEET 2



Additional Activities:

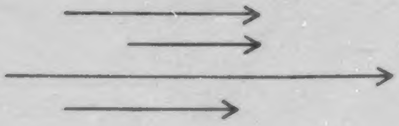
1. Teach games and songs which emphasize left and right, e.g., Looby Loo, The Hokey Pokey.

2. Teach the following fingerplay and recite it often with children.
   This is my right hand, (Hold up right hand) I'll raise it up high. (Raise right hand high)
   This is my left hand, (Hold up left hand) I'll touch the sky. (Stretch left hand up)
   Right hand (Extend), left hand (Extend), turn them around (Roll hands.)
   Left hand (Extend) right hand (Extend), pound, pound, pound. (Pound both hands in air.)

3. Play Simon Says with back to class using left and right directions.
   E.g., Simon says "raise your left hand."
   Simon says "shake your right hand."
   Simon says "put your left hand on your head."
   Simon says "put your right hand on your hip," etc.

4. Provide many lessons similar to the preceding prototype where children must find paths from left to right.

5. Present a series of arrows on the board or chart and tell the children that the arrow shows us the way to go. "When we read a page, the arrow says we always go from left to right." Have individual children trace the arrows from left to right, showing the way the arrows tell them to go.



MOTOR COORDINATION AND BEGINNING READING/WRITING SKILLS

A carefully planned kindergarten program will provide ample opportunity for children to develop and practice motor coordination skills. Activities must be included to improve children's gross motor skills (control of large muscles) as well as fine motor skills (control of smaller muscles).

The young child's mastery of the various levels of gross and fine motor coordination will be of great help as the child begins to learn how to read and write. To assist the teacher in developing children's gross and fine motor skills in kindergarten, the following list of activities has been compiled:

Gross Motor Training

Many gross motor activities can be developed in game fashion with kindergarten children during the physical education, music and/or outdoor play periods and may readily be adapted to theme, holiday, and seasonal interest.

1. Help children to maintain body balance while standing. Have children stand on tiptoe on both feet as you count to ten. Then, have them stand on one foot as you count to five. Repeat standing on other foot while you count to five.

2. Provide for hopping activities in game form. Children hop on one, then on the other foot. Also, hop on both feet.

3. Have children imitate a bunny hopping, a snake sliding, an elephant walking slowly swinging trunk (two hands clasped together for trunk).

4. Provide for jumping activities: on both feet; over a line;
   over a small object;
   over a rope at various heights

5. Play games with children walking forward on a line while keeping balance.

6. Play games with children walking backward on a line while keeping balance.

Note: (Activities 5 and 6 may be done with music.)
Integration with holidays is possible by having children "walk forward to Jack-o-lantern," "backwards to turkey," etc.)

7. Play "Did You Ever See a Lassie?" to have children mimic:

   skipping galloping walking running
   hopping jumping flying

8. Play games with rolling a large ball.

9. Play games which include throwing and catching a large ball.

10. Repeat 8 and 9 with smaller ball.

Fine Motor Training

Provide many opportunities during Work/Play and Direct Instruction periods for the following:

1. Putting together simple puzzles

2. Having children water-paint at board with paint brush dipped in water

3. Having children paint with brush at easel

4. Having children finger paint a design or picture.

5. Practicing folding paper according to oral directions. Show the children how to "take the top two corners and bring them down to the bottom two corners" as you demonstrate folding.

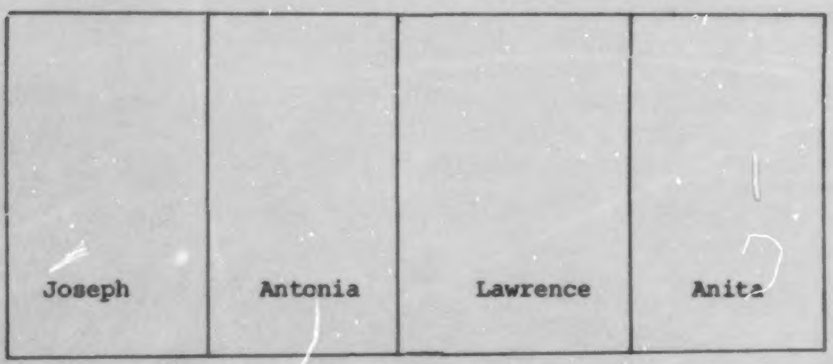
6. Having children use peg boards making: color matches (all red pegs), number matches (set of five pegs), geometric designs.

7. Having children use scissors to cut fringe on four sides of a sheet of paper Fringed paper can be used as placemat for snack, Halloween party, etc.

8. Having child trace own hand: in the air
   on the board
   on a paper

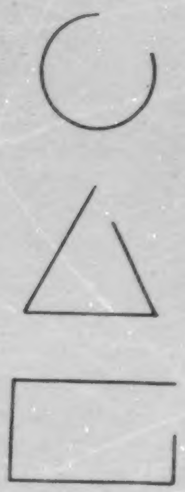
9. Having children use bare feet to step in paint and make footprints on paper. When paint is dry, children cut out footprints

10. Having children draw or paint in a designated space. After cooperatively developing the background of the mural, give each child a space in which to add figures to the foreground.

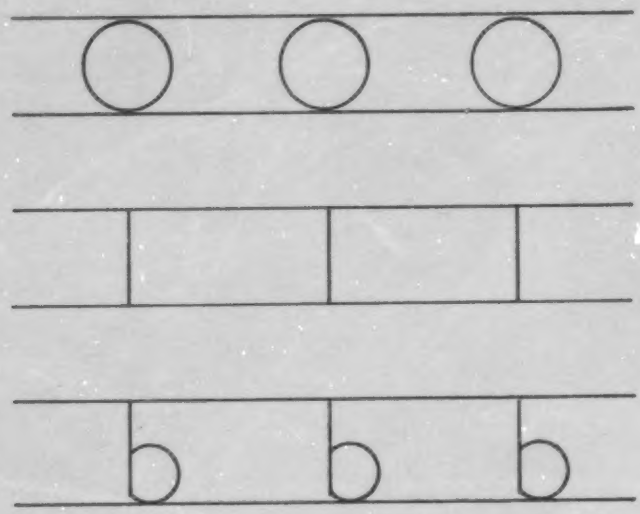


11. Having children trace geometric forms using templates

12. Having children complete geometric figures on board and on paper



13. Having children practice making circles, sticks and, eventually, letters between given lines, for those children whose development warrants this approach.



14. Provide initial handwriting instruction to children who demonstrate proficiency in fine motor skills.

15. Also use the off line computer activities for teaching left, right. These will be found in COMPUTER LITERACY: ELEMENTARY LEVEL, New York City Board of Education, 1983.

INVOLVING PARENTS IN BEGINNING WRITING ACTIVITIES

Before the time that children are ready to begin writing, it is important to coordinate wih parents. Parents may be given a copy of the manuscript alphabet early in the year and be instructed in its use. In a September "Welcome" newsletter, the teacher may attach a copy of the alphabet (See following page), and urge parents to refer to it in labeling objects for their children, responding to children's requests to write words or dictated stories, and assisting children with writing names.

Parents should be informed of the importance of continuity between how the child sees words written in school and how they are written at home. If manuscript is not clear, the child may not recognize a word that has been learned at school; e.g., Bat may not be recognized as bat

Part of the parent workshop or newsletter might be devoted to presenting a few simple guidelines on how parents may support children's initial attempts at writing. Suggestions for such guidelines are:

1. Encourage and praise children's first attempts at writing

2. Provide a clean, smooth writing surface

3. Provide an area with good lighting

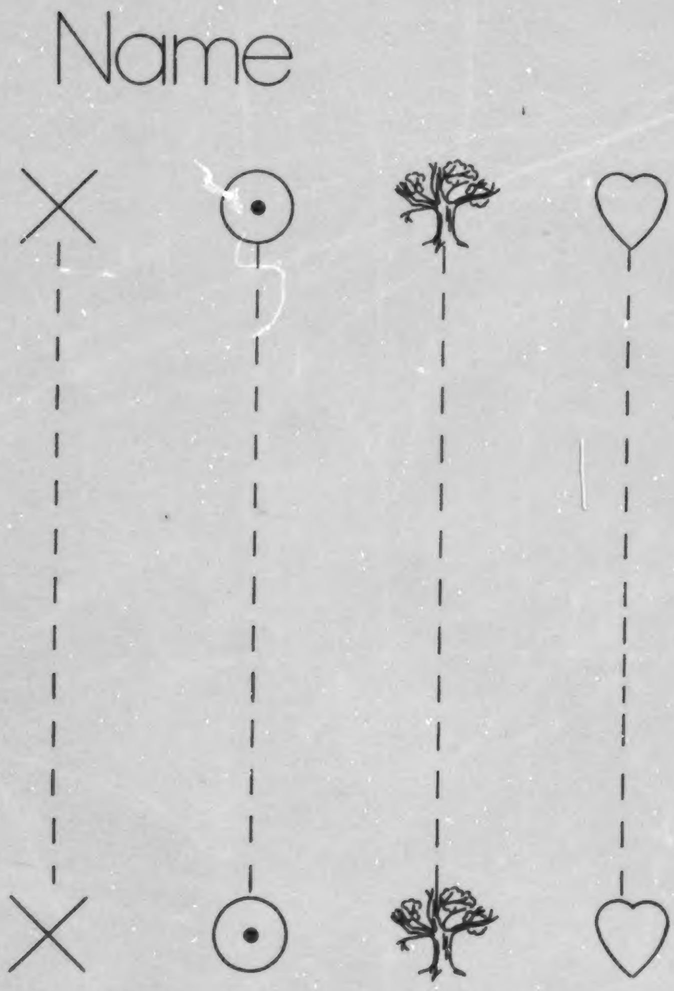
4. Provide a variety of writing tools for the child (magic markers, crayons, pencils, chalk, pens) and encourage experimentation.

WRITING READINESS ACTIVITY SHEETS

Note: All writing readiness activity sheets should be made on 8½" X 14" ditto masters so children are writing with enough space.

ACTIVITY SHEET 1

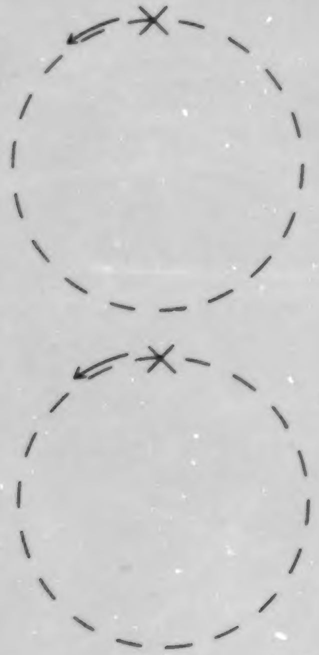
Directions (to be read by teacher to children) "Today we're going to make straight lines. When we make a line we start at the top X (Demonstrate as you speak.) and go straight down to the bottom X." Have children trace with their fingers before writing. Repeat for the circle, tree, heart.



ACTIVITY SHEET 2

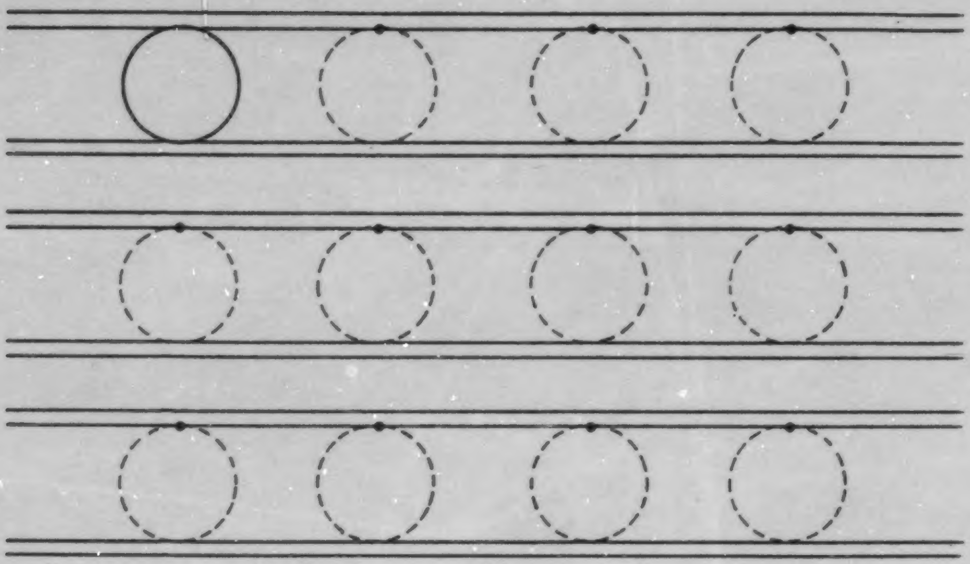
Directions: Say "Today we are going to make circles. When we make a circle, we start at the top, go around to the left, down to the bottom around to the right, back to the top, and stop when the circle is closed." Demonstrate as you speak. Have children trace with fingers several times following directions. Children complete one circle at a time. This sheet, or a variation, may be used several times. Circles should be at least 3 inches in diameter.

Name



ACTIVITY SHEET 3

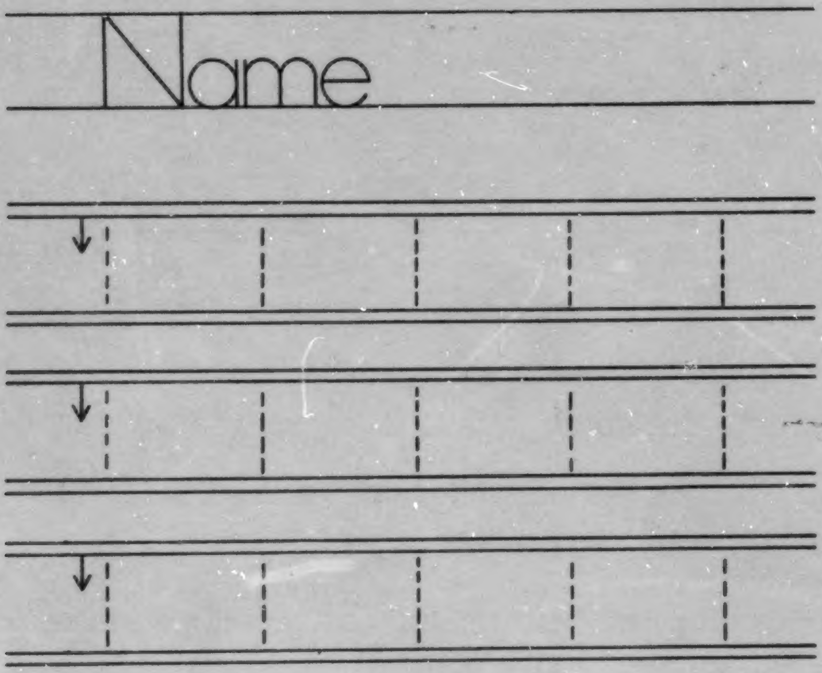
Directions: "Today we're going to make our circles smaller. Watch me as I start at the left and make a whole row of circles." Demonstrate.



Note: Initially this sheet might be reproduced with only 1 row of circles, then 2 rows, and so on. Circles should be 2 inches in diameter.

ACTIVITY SHEET 4

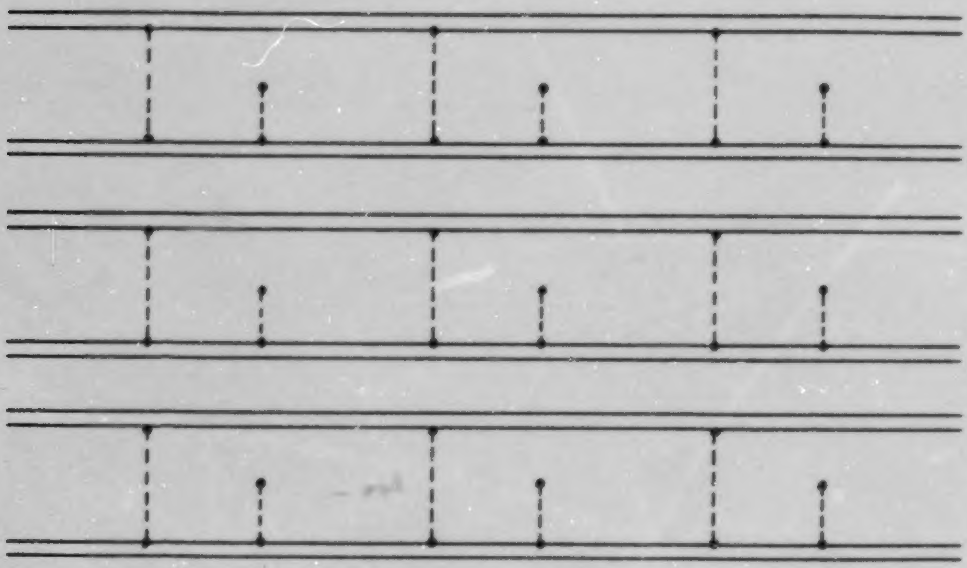
Direction: Say "Today we're going to make our straight lines smaller. Watch me as I start at the left and make a whole row of straight lines." Demonstrate.



Note: Initially this writing sheet might be reproduced with only 1 row of straight lines, then 2 rows and so on, as children grow in proficiency. Straight lines should be 2 inches in height.

ACTIVITY SHEET 5

Direction: "Today we're going to make big and little lines. Watch me as I start at the left and make a whole row of big and little lines." Demonstrate big line, little line. Repeat pattern several times in demonstration. Big lines should be 2 inches; little lines should be 1 inch in height.



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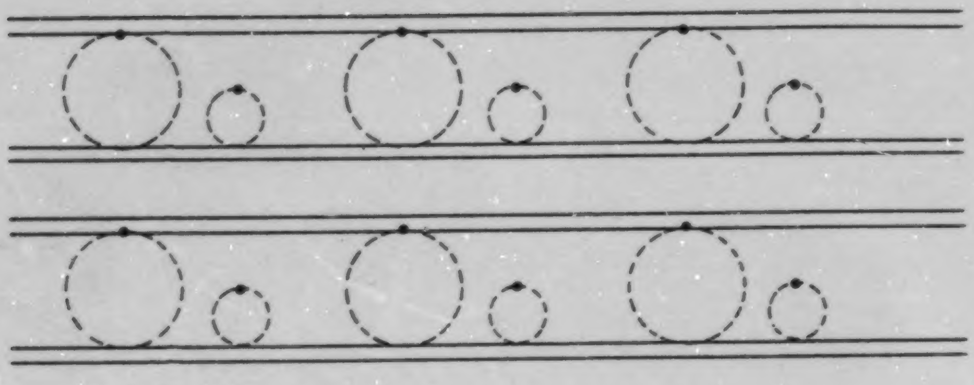
ACTIVITY SHEET 6

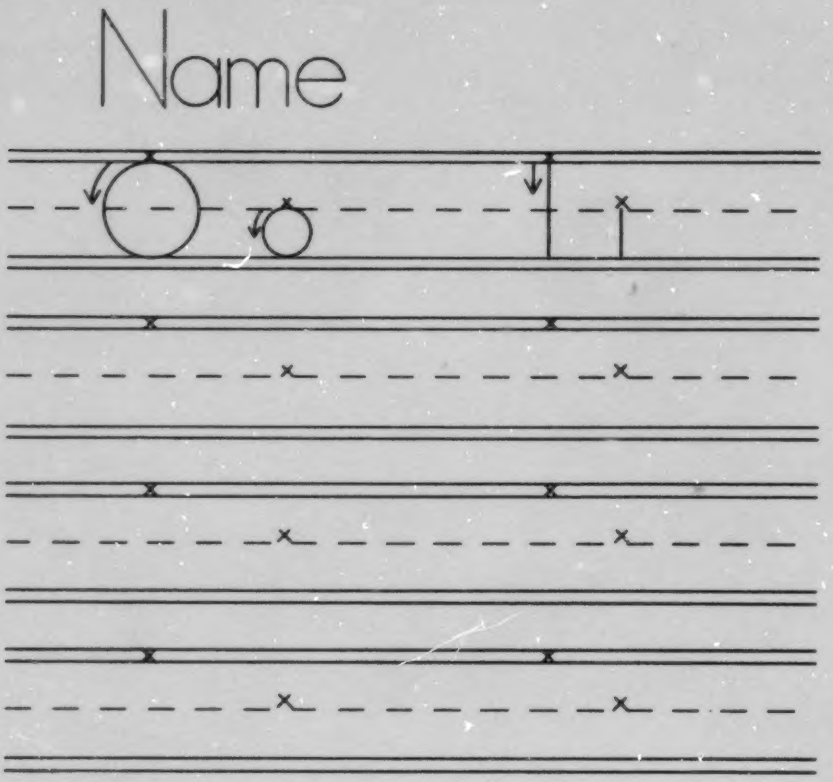
Directions: Say "Today we're going to make big and little circles. Watch me as I start at the left and make a whole row of big and little circles." Demonstrate big circle, little cirle. Repeat pattern several times in demonstrating for children.



Note: Big circles should be at least 2 inches tall. Little circles should be at least 1 inch tall.

ACTIVITY SHEET 7

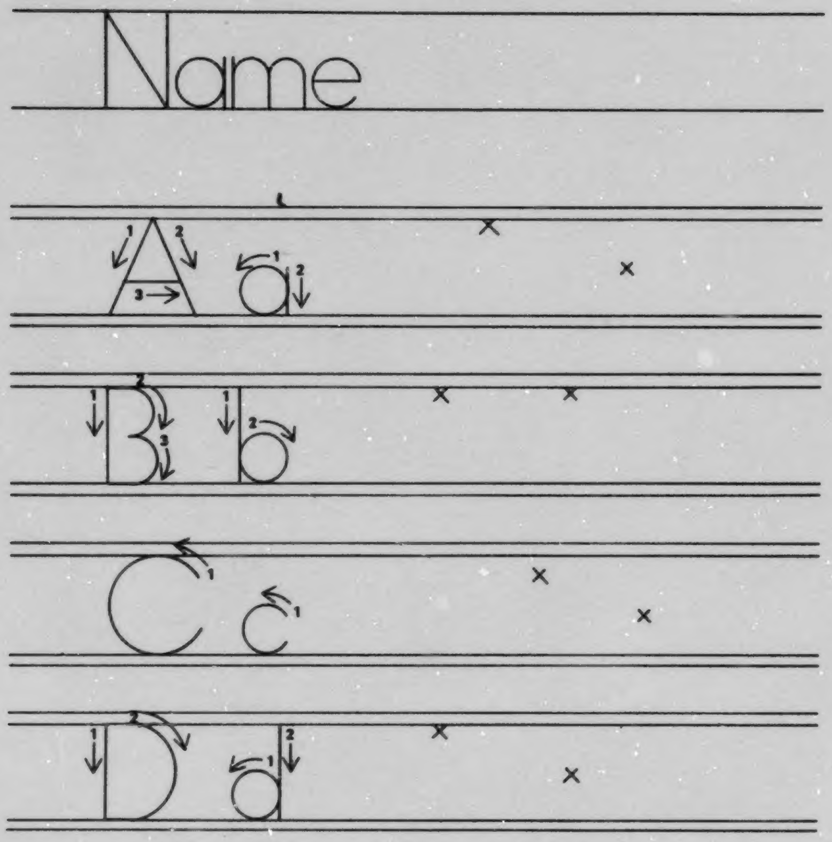
Direction: "Today we're going to make big and little circles and big and little lines. Watch me as I start at the left and makes circles and straight lines."



Note: Large circles and lines should be 2 inches in height. Small circles and lines should be 1 inch in height.

ACTIVITY SHEET 8

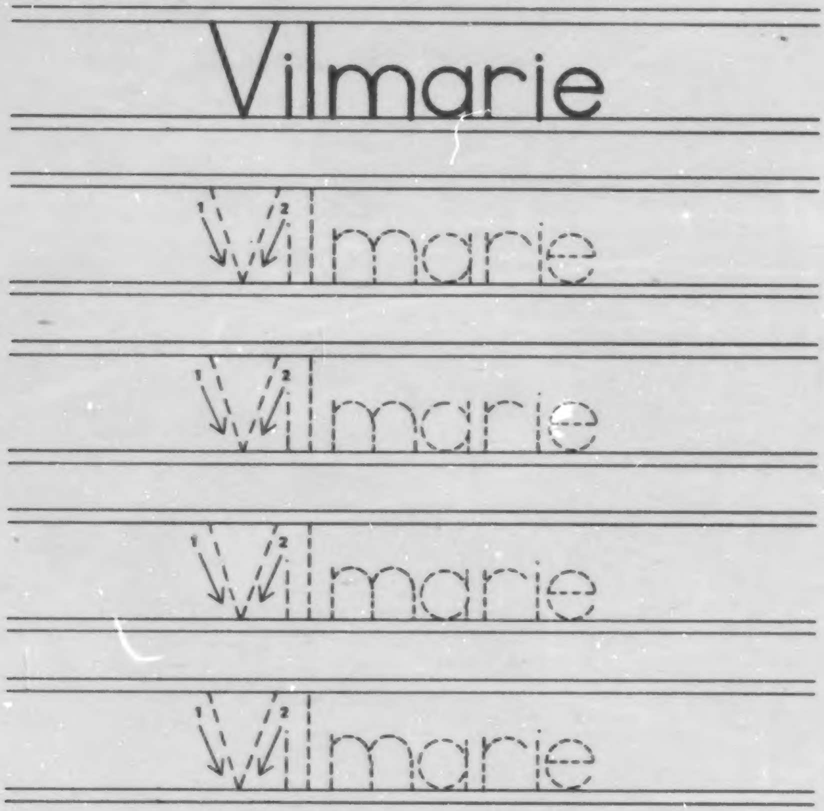
Direction: Children may keep the whole alphabet written in dotted form (as illustrated) and work on one section at a time as a letter is being introduced. For Aa only, say: "We're going to make the letters capital A and small a. Watch me as I follow the dots to make first the capital A then the small a. Demonstrate. "Now I'll make my own capital A and small a." Demonstrate. These directions may be repeated for other letters.



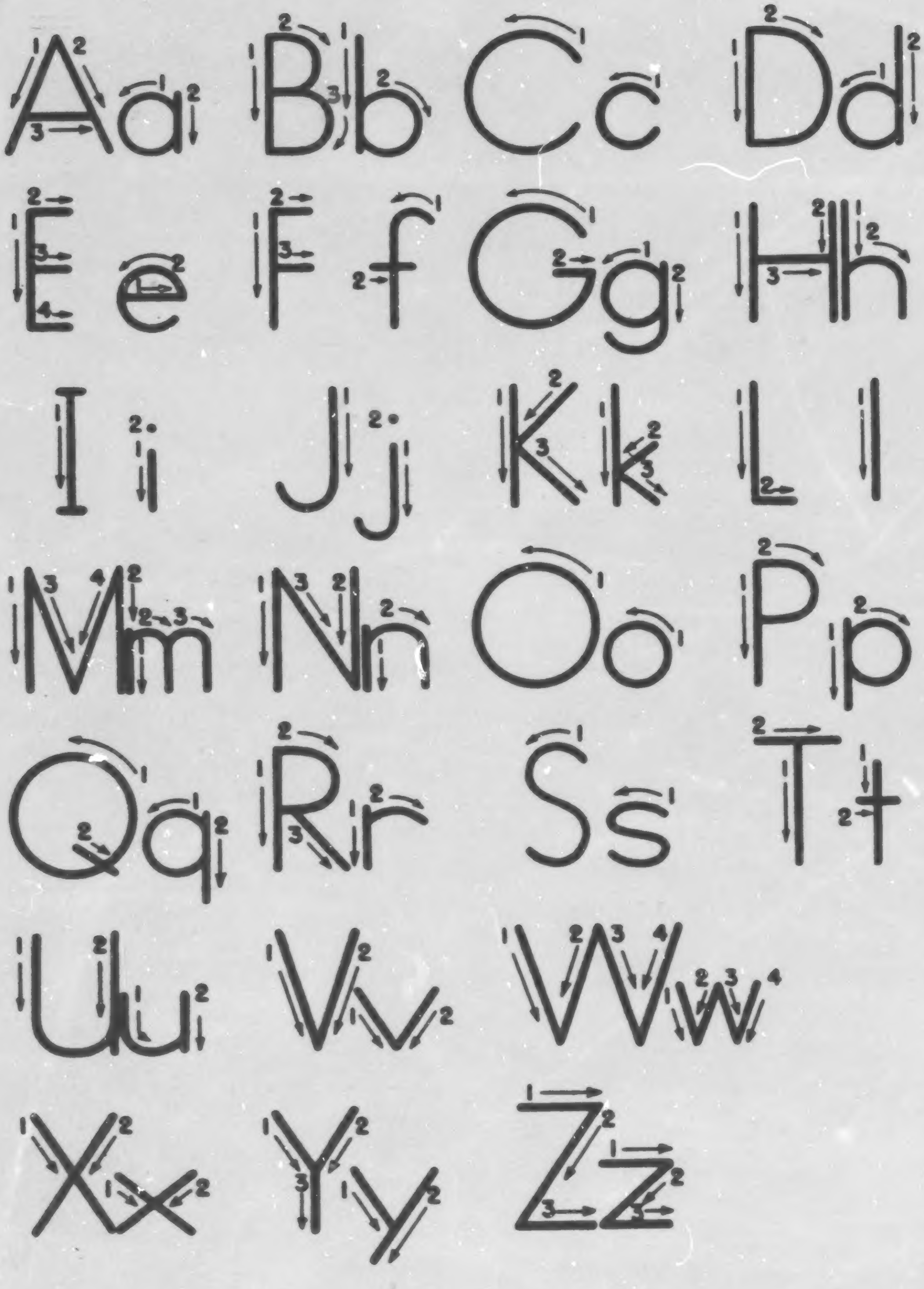
Note: This should be made on an 8 1/2" X 14" ditto master. Capital letters should be at least 2 inches in height.

ACTIVITY SHEET 9

Direction: "Trace the letters of your name with your finger. Now use your pencil to follow the dots for each letter, from left to right, as you write your name." Each child should be given own name. This is an individual activity.


Vilmarie
1
2
Vilmarie
1
2
Vilmarie
1
2
Vilmarie
1
2
Vilmarie

Note: This should be made on an 8 1/2" X 14" ditto master. Capital letters should be at least 2 inches in height.


Aa Bb Cc Dd
Ee Ff Gg Hh
Ii Jj Kk Ll
Mm Nn Oo Pp
Qq Rr Ss Tt
Uu Vv Ww
Xx Yy Zz

Section 6
Involving Parents

Involving Parents

Active parental/home involvement is an essential component of a successful Kindergarten program. In the world of the five-year old, adults in the home environment act as both significant role models and teachers. In fact, even before children enter school parents have naturally assumed the role of "teacher." They help their children with language and motor development as well as other beginning reading, beginning writing and mathematical skills. Research shows that children whose parents/caregivers are actively involved in their learning do better in school. Teachers can help parents become more knowledgeable about the developmental needs of five-year olds, and parents can give teachers valuable information about children. Specific suggestions are made to parents so they can help their children develop skills. Teachers can alert parents to their children's individual progress and needs and help them become partners in education.

Teachers can help parents become involved in the educational process in a number of different ways. Some of these methods include:

Individual Parent Conferences

- at which the parent's child is discussed in terms of intellectual growth, learning style, health, and social interaction.

Group Parent Conferences

- at which the Kindergarten program is presented and discussed.

Parent Teas/Breakfasts

- at which the Kindergarten program and classroom environment are explored in a more informal way.
- for which a class parent/leader can be identified/elected to help the teacher coordinate parent involvement, e.g., setting up parent groups for various activities such as field trips, cooking, crafts.

Workshops

- at which parents are helped to develop the skills needed for helping children with specific learnings.
- at which parent volunteers are helped to understand the Kindergarten program and how they can assist, in specific ways, on a regular basis.

Through these efforts parents and teachers will not only share the goal of having children realize their maximum potential, but will work together toward achieving it.

Getting Off to A Good Start

Parents can do many things at home that will get children off to a good start in the All-Day Kindergarten. One very important contribution parents can make toward their children's success at school is in helping their five-year olds to develop positive attitudes towards school.

Parents who themselves demonstrate interest and enthusiasm towards school-related activities are also fostering positive attitudes in their children. Children who observe their parent's delight at a piece of art work completed at school begin to associate school-related activities with parental approval. Likewise, children who are greeted by a parent or caregiver who asks about the school day's special activities and specific learnings receive a message that school is important. A question such as, "What did you do in school today?" may elicit responses such as "Nothing" or "Play." Instead the parent might ask, "Did you work in the block corner today? Who worked with you? What did you build? A bridge? We're going over a bridge tomorrow when we go to Central Park." Teaching good school habits at home is another way parents can facilitate their children's adjustment to the new Kindergarten experience. Such interactions also contribute to children's developing pride in work done at school.

Attendance

Coming to school every day and being on time are very important habits to establish in the Kindergarten. Parents can stress the importance of school by encouraging good attendance and punctuality. It is helpful to get young children ready early enough so that they do not have to rush.

Bedtime

It is important to keep a set bedtime so that children get enough sleep and are well rested to begin the day.

Nutrition

An adequate breakfast helps children to be alert and energetic. Healthy snacks and nutritious meals contribute to the well-being of children.

Safety

For safety, children should know and be able to tell their first and last names, street address, and phone number. As parents take the children to and from school, they can reinforce safety rules regarding traffic lights, while walking along and crossing streets.

Developing Responsibility and Independence

Organizing and managing responsibilities at home can help children to learn and grow in many of the ways that are important for school learning. Children can begin with more simple jobs and go on to more difficult ones.

The following are a few suggestions for working out a plan of home activities:

Home Habits That Will Help Children in School

Responsibility and Independence

The parent/caregiver guides the child to:

- put away toys and games
- keep room neat
- complete specific jobs/tasks
- help set and clear the table

Caring For Self

- learn to button, zip, and tie shoelaces
- learn to put on clothing, shoes, and socks
- learn to select and hang up clothing
- tend to bathroom and personal grooming needs

Children should be praised for a job well done!

Getting Along With Others:

The parent/caregiver:

- makes arrangements for children to play with others
- teaches children how to share and respect other children's property
- teaches children to accept other adults as friends
- helps children learn to listen to others and follow directions

Routines

The parent/caregiver:

- designates appropriate times to go to bed, get up, eat, rest, and play that are consistent with children's needs and school schedules

Making Decisions

Whenever opportunities arise, parents can allow children to plan activities or solve problems by encouraging decision-making. The choices should be kept simple: "Which book do you want me to read?" "Which game shall we play?" "Would you like an apple or a banana for a snack?"

The way is left open for more than one suggestion so that the parent and child can discuss which might be best.

A Word On Television

Television can be a learning experience if limited and used properly. There are many informative and educational programs, but too much television is not good for young children.

When adults choose programs with children, an appropriate television viewing schedule can be planned. Choosing programs with care, and watching along with children help make television a more positive experience. Discussing favorite programs helps children extend their vocabulary and concepts of the world around them.

The following are additional activities which may be suggested to parents/caregivers to help reinforce children's Kindergarten experiences. Although these activities are presented in different categories, many of the skills overlap and are best learned through an integrated and experiential approach.

LANGUAGE DEVELOPMENT AND EXPANSION

Children:	Parents/Caregivers
-- learn new words	-point out various objects/places around the house or in the neighborhood. Ask children to identify each object or place (clock, chair, refrigerator, post office, fire station, street signs).
	-play the "Missing Word Game." Say a sentence and leave out the last word for the children to fill in - "It is time to open the _____." Many responses (window, door, gate, bottle) would make sense.
	-use and discuss words children use often, such as opposites and location words. "Stand in front/back of me." "Put the toy over/under the chair." "Walk between/around the chairs."
-- learn the names of colors and shapes	-refer to objects by color or shape - "Bring me the red ball." "Find all the red things in this picture." "Which things in your room are circles or squares?"
-- learn the names of parts of the body	-play "Simon Says." Put your hand on your nose, toe, knee.
-- are able to partici- the ability to pate in meaningful conversations	-encourage meaningful conversation. This involves listen as well as speak. Children should be encouraged to describe experiences and feelings. Encourage them to talk at mealtimes, after T.V. shows, following a trip to the park or supermarket, and after a day at school.
	-take children to a variety of places and talk to them about what they see, where they are, and the things they are doing there. Places children may enjoy visiting are: stores, zoos, parks, libraries, museums, fairs, home of friends and relatives, restaurants, banks, post offices, fire and police stations, beaches, etc.
	-use a real or toy telephone to encourage conversation. Children will often express feelings and emotions in dramatic play that they won't express to people. This also encourages children to learn good telephone manners.

— can tell a story	-after reading the children a story, encourage them to retell it, using different words. The children can also be encouraged to tell stories about favorite T.V. shows, movies or recent trips.
— can express original ideas and opinions	-give children opportunities to express their own ideas and opinions. Listen to them when they talk and ask what they think. Respect all answers. When appropriate, ask opinion questions such as "Which cereal do you like best? Which color shirt do you want to wear?"
-- develop effective listening habits	-ask children to listen and identify sounds made by different objects in the house and outside (running water, vacuum cleaner, traffic, sirens, bells, teapot). -provide records and stories for children to listen to and discuss. Have them tell about what they have heard. ("What is the name of the boy in the story?")
-- follow directions	-give children simple directions. Encourage them to listen carefully and follow the directions. ("Get the blue milk container from the refrigerator and put it on the kitchen table.")

Literature Appreciation

Children:	Parents/Caregivers
-- develop an interest in reading for pleasure and for information	-provide a wide variety of reading materials in the home. Children who have been read to are usually much more anxious to read. Parents/caregivers and children can join the public library. Children can get their own cards and take out books of their choice. Giving children books as birthday or holiday gifts, motivates an interest in reading. -provide role models. Children should see the adults in the home reading for pleasure and information. This will give them a sense that reading is important and fun. -relate reading to interests children may have. If they like dinosaurs, flowers, trains, fish, try to get books about the appropriate topics. -show children that reading and words are everywhere. Point out signs on buses, streets and in stores. Share with children letters from friends and relatives, recipes, lists, and other forms of reading material.

WRITTEN EXPRESSION

Children:	Parent/Caregivers
-- use written lauguage to express ideas and feelings	-encourage children to draw pictures and then tell stories about them. Write the stories down in the children's own words. Keep the stories short and read them back to children slowly. Encourage them to try to "read" the stories back to you.
	-for additional story ideas use the children's daily experiences, trips and interests. As ideas are recorded, help them understand that ideas are spoken and can be written down.
	The children may draw daily in books made at home. Stories can be written for them under the pictures.

BEGINNING SKILLS

Children:	Parent/Caregivers
-- see similarities and differences in shapes, colors, and letters, pictures and words	-look through magazines and store catalogs with children. Look for items that are the same shape, color.
	-cut out simple shapes from colored paper; ask the children to pick out shapes/colors that are the same/different. Children begin to see differences before they learn how to read. Being able to pick out differences in objects and pictures helps children to recognize differences in letters and words as they learn how to read.
	-cut out pictures of objects from magazines, coloring books, newspapers, greeting cards. Paste them on cardboard and label them. Ask children to match two or more of the same object cards. Name or point to a picture card of an item in the house and have the children match the picture card with the real item.
	-ask children to point out colors/shapes/letters that look the same (books, magazines, games, signs and household items.)
-- are able to sequence ideas, stories, events, messages	tell a story. Ask children to recall what happened first, second, last.
	-after watching a T.V. program, ask children to tell something about the program.

	-cut pictures from comic strips or books. Have children put the pictures in the order of a story line. -mix up a series of pictures from comic strips or old story books. Help children put them back in the proper order and retell the story. -after children return from a trip, discuss the events that took place. -encourage children to participate in preparation of meals. After cooking, discuss the sequence of steps involved in the recipe.
-- can hear and remember sounds that are the same and sounds that are different	-make two sounds and ask children if they are the same or different (tap glass, tap wood, bell, scissors). -discuss the difference between loud and soft noises (sirens, bells, whispers, cat, dog). -clap out rhythms and ask children to repeat them. Clap out a rhythm; repeat, leaving out a beat, and have children complete it.
-- can recognize rhyming words	-teach songs and read Nursery Rhymes. Encourage children to sing along and remember the words. Leave out some of the rhymes and ask the child to supply them.
-- can develop a sight vocabulary	-help children discover words in the environment, (e.g., Signs: Stop, Walk, Bus Stop, One Way); Mail (envelopes), signatures on letters, words on unsolicited mail. -encourage children to be aware of names on foods, toys and games (Oatmeal, Tomato Soup, Orange Juice, Candyland, Sesame Street).
-- can develop an extended spoken vocabulary	-read a story every day! It can be a new story or an old favorite that has been reread many times. The children could make up stories by looking at pictures in magazines. Parents or grandparents could tell stories about their own early school or other experiences.

MATHEMATICAL & SCIENCE CONCEPTS & RELATIONSHIPS

Children:	Parent/Caregivers
-- can develop number awareness and simple counting skills	-make use of daily experiences for math learning: ("How many plates do we need at the table?" "How many cars do you see on the street?" "Bring me six apples.")

	-encourage children to count objects in the home (blocks, cards, books, clothing).
-- can understand time	-place a large monthly calendar in children's rooms. Discuss names of the days of the week, months and seasons. Children can become aware of important dates, number names and sequence of numbers.
	-discuss events of the day in terms of morning, afternoon, night. "We eat breakfast in the morning, we go to bed at night."
	-review daily time schedules as a good way to develop awareness of time passing. A clock in children's rooms and/or kitchens may help.
-- can understand concept of size and weight	-discuss examples of things that are heavy, light, big, bigger, biggest, long, longer, longest. Let children compare objects and size relationships. ("Which box is heavier?")
-- can understand weather and temperature concepts	-encourage children to dress themselves. Discuss the correct type of clothing for play, school, dress-up. Discuss with children which types of clothing should be worn for cold, hot, warm, rainy weather.
	-develop concepts dealing with temperature. Discuss and compare ranges in temperature at appropriate times. ("Which is hotter, soup or milk?" "When is it colder, Christmas or Fourth of July?")
-- can understand change	-expose children to experiences where they can see the effects of changes in temperature. ("What happens to water when we put it in the freezer?" "What happens to ice when we leave it out?" "What happens to apples when they are cooked?")
	-if possible, teach children care of plants and pets through direct experience.

Motor and Coordination Skills

Children:	Parents/Caregivers
-- can develop large muscle control and balance	-encourage children to participate in daily activities such as jumping, hopping, ball rolling and catching, balance games (walking with a book balanced on the head, walking backwards). Games such as hopscotch, Simon Says and jump rope are good for large muscle development.

	-encourage children to imitate animals (gallop like a horse, hop like a rabbit, fly like a bird, swing like a monkey, slither like a snake).
-- can develop small muscle control	-provide experiences where children will color, draw, paint, cut, paste, trace, fold paper, and build with blocks and construction toys. All of these are excellent activities for small muscle control which will enable children to handle the implements for writing with control and skill.

Creative Expression

Children:	Parents/Caregivers
-- can develop creative expression through art experiences	-encourage creative expression to help develop children's ability to think in an original, fresh manner. Creativity also enables children to examine, resolve and clarify ideas and concepts about which they are learning. -provide a variety of art activities to give children a chance to exercise creativity and develop small hand muscles. Children may enjoy clay and play dough sculpting, finger painting, and making collages and picture designs. -supply puppets to encourage children to say what they are thinking and feeling. Simple puppets can be made at home using paper cups, paper plates, old socks, paper bags and sticks.
-- can develop creative expression through dramatics	-have old clothes available in a place where children can play "dress up." This encourages creative play and role playing.

Section 7
Assessment

Assessment

Assessment begins, informally, on the first day of school. The teacher's eyes and ears quickly catch helpful clues about the children from their social demeanor, use of language, physical bearing and styles of coping with the unfamiliar environment of the Kindergarten.

The teacher will want to devise some form of record-keeping system in which to write these early impressions. It is important to establish assessment procedures that the teacher can use consistently and conveniently. Some methods that have worked well for teachers include the following:

- index cards - pocketed or kept handy. The teacher jots date, name, and note, and files later.

- loose-leaf notebook - a page for each child, alphabetized, to be opened quickly for dated, hasty notes of importance.

- rexos of sheets, each containing a list of all children's names, with a line beside for notes; date on page serves for all notes.

Any system the teacher establishes will serve to hold the ongoing collection of data culled by the teacher and/or other teaching adults from:

- informal interactions with children
- spontaneous and planned observations
- conferences
- instructional activities

Dating each note adds necessary meaning; e.g. the value of the following note is largely determined by the date.

6/13: Jamara can write his first name now!

The date of the note determines its curricular implications.

Note-taking requires thoughtfulness. Avoiding judgmental words and using aptly descriptive language contribute to the lasting value of the record, e.g.:

2/25: Robert gets frustrated very quickly.

compared to

2/25: Robert did not order the number cards 1-5; grabbed them, wrinkled them, threw them on the floor.

Formal assessment instruments are helpful in indicating the children's mastery of specific competencies and requirements. This data is indispensable to the program planning process, guiding the teacher directly to plans and procedures that are interesting, relevant and appropriate to the Kindergarten students. Recorded at regular intervals, checklist-type assessment instruments provide valuable records of children's growth through the Kindergarten year.

Samples of the children's work, collected regularly, dated and filed, provide a very valuable segment of the assessment data. The work samples are the evidence of the child's interests, abilities, and efforts in the realms of painting, crayoning, drawing, cutting, folding, pasting and two-dimensional arrangements. Photographs of the children's three-dimensional constructions enlarge the scope of the work sample collection. Tape recordings of individual children's spoken language are another worthwhile form of assessment data. If only with a few children, a recording taken at the beginning, the middle, and the end of the year can offer fascinating insights into the five-year-old's development of language.

Along with their value as assessment data, work samples expand the meaning of conferences with parents, offering visual evidence along with the teacher's verbal description and analyses of their child as a learner.

Observations, recordings and collections are the teacher's tools and techniques of assessment. Ongoing assessment enables the teacher to "know" each child and to plan a program that is built on the interests, strengths and needs of every child.

Sample checklists follow.

CHILD ASSESSMENT REPORT

This checklist presents in outline form the major aspects of the developmental process which influences the overall functioning of children between the ages of 4 to 6. A checklist can be a useful guide to observation if the following considerations are kept in mind.

1. A checklist is a reference tool - Not all children present fully mature development in all areas at a given age.

   Each item requires observation and judgment. Items are not presented as achievement norms but rather as observable behaviors which give us clues as to what support children need.

2. A checklist can be used in a variety of ways

   To study a child with greater specificity.

   To study a child in cooperation with a colleague or resource person.

   To study a child in cooperation with parents.

3. A checklist is limited - Many complex responses and behaviors can be observed which you may be unable to record here. Your own list of additional items may be valuable.

4. A checklist is not static - It should be used over time. Areas of concern will require periodic re-assessment.

5. A checklist should be supplemented with other information - Checklists ask good questions. However the continuing study of children of concern to you may be strengthened by other data collection such as:

   - language samples
   - children's drawings, paintings and clay products
   - dialogue with parents
   - dialogue with the child

CHILD ASSESSMENT REPORT

Name of Student________________________________ Age__________

School________________________________ Date______________

Class__________ Teacher______________________________

	Yes	No
I. **Physical Development**		
The child's health is adequate for regular school attendance and full participation in school activities.	___	___
The child looks well cared for (clean, rested, well-fed).	___	___
The child is able to take care of his or her own possessions and materials at school.	___	___
Gross motor coordination: Child can hop, skip, jump, climb with age appropriate skill.	___	___
II. **Adjustment and Response to School**		
Child's behavior is reasonably consistent from day to day, from one part of the day to another.	___	___
Child can manage transitions smoothly.	___	___
Child can attend to tasks in the classroom.	___	___
Child accepts responsibility and conforms to limits set up in the classroom.	___	___
Child works independently on tasks on his/her own initiative.	___	___
Child seems to like school in general.	___	___
Child's school behavior is different from his/her home behavior.	___	___
Child bridges gap between home and school by bringing toys, materials to show at school, and/or bringing products home.	___	___

III. Interpersonal Relationships

A. Children

	Yes	No
Child makes contact with other children, and responds to their overtures.	___	___
Child has special friends.	___	___
Peers respond to child with rejection.	___	___
Peers respond to child with acceptance.	___	___
Child is able to defend self, assert his/her rights.	___	___
Child has a sense of fairness.	___	___

B. Adults

	Yes	No
Child demonstrates trust in teachers, including special area staff, assistants, and other authority figures.	___	___

IV. Memory, Thinking and Reasoning

	Yes	No
Child demonstrates a general knowledge of his/her world. (examples: days of week, seasons, birthdays, teachers' names.)	___	___
Child remembers what has been taught immediately and over the long term.	___	___
Child can integrate facts and information.	___	___
Child questions information.	___	___
Child seeks new facts.	___	___
Child can express his/her thinking.	___	___
Grasp of content about the outside world expressed through actions, verbal expression, use of materials or projects.	___	___
Child attempts to solve problems in play situations.	___	___
Child attempts to solve problems in interpersonal situations.	___	___
Child attempts to solve problems with materials.	___	___

V. Interrelationships and Ideas

	Yes	No
Child has an adequate fund of information for his/her age.	___	___
Child gets involved in "why" questions.	___	___

	Yes	No
V. Interrelationships and Ideas (continued)		
Child tries to understand cause and effect processes.	___	___
Child draws logical conclusions from information.	___	___
Child can generalize experience, abstract it, and apply ideas to other situations.	___	___
Child comprehends information presented orally.	___	___
Child comprehends information presented visually.	___	___

VI. Use of Materials

Child indicates preference for: Unstructured media (crayon, markers, paints, clay, plasticene).	___	___
Structured media (blocks, puzzles, leg-o, manipulative objects).	___	___
Outdoor play or gym	___	___
Cooking	___	___
Dramatic Play	___	___
Individual activities	___	___
Group activities	___	___
Work with Teachers	___	___

VII. Language Skills

A. Spoken Language

Child demonstrates understanding of spoken language.	___	___
Child has no articulation problems.	___	___
Child expresses his/herself clearly	___	___
Child expresses his/herself haltingly.	___	___
Child expresses his/herself minimally.	___	___
Child uses correct grammar.	___	___
Speakes in sentences.	___	___
Vocabulary: limited	___	___
average	___	___
extensive	___	___
rich	___	___
precise	___	___

VII. Language Skills (continued)

A. Spoken Language (continued)

	Yes	No
Child enjoys language, learning new words, playing with words.	___	___
Child enjoys communicating with peers or adults verbally.	___	___
Content of the child's communication: Personal anecdotes.	___	___
School happenings.	___	___
Fantasies.	___	___
Information.	___	___
Child participates in class discussions: spontaneously.	___	___
Needs to be called upon.	___	___
Answers direct questions.	___	___
Shares information and ideas.	___	___
Reasons and solves problems.	___	___

VIII. Special Characteristics of Child

In what areas is the child especially strong?

What are his/her weaknesses?

Does he/she have special talents and interests?

How and when does he/she pursue them? Individually, or with others?

What are child's concerns and questions?

What personal qualities make the child the individual he/she is?

READING ASSESSMENT PROGRESS CHART

The Reading Assessment Progress Chart was developed to assess the reading progress of individual children in the Kindergarten, First, Second and Third Grades. The individual record sheet is a checklist of behaviors with squares to be marked as the teaching team observes indicators of the child's strengths. The three columns on the right hand side of the page are for recording your observations during the designated assessment periods.

Marking Procedures:

1-leave blank those items which cannot be immediately identified. ☐

2-Mark with a single line "/" to indicate beginning work in this area. ⧄

3-Mark with an "X" when behavior is easily exhibited in the child. ☒

READING ASSESSMENT PROGRESS CHART*

Child's Name:______________________________ Kindergarten Class:__________ 19__ - 19__

	KINDERGARTEN		
READING CHECKLIST	1st	2nd	3rd
1. Listens to stories with interest and pleasure.			
2. Often looks at books and pictures.			
3. Is curious; e.g. asks when, why, where, how questions.			
4. Is alert to sounds in the environment as cues; e.g. siren, spoken directions, words to songs.			
5. Uses new words when talking of class activities.			
6. Tells of own experiences, ideas and feelings.			
7. Replies and reacts to questions with understanding.			
8. Participates in speaking activities and games.			
9. Speaks coherently enough to be understood without further questioning.			
10. Seeks and/or discovers information in pictures in books.			
11. Expresses personal associations to stories and pictures.			
12. Uses class discussions, stories or experiences as part of dramatic play.			
13. Uses words to solve social problems.			
14. Takes roles in dramatic play using appropriate words and tones.			
15. Follows one-step oral directions.			
16. Follows two-step oral directions.			
17. Follows three-step oral directions, i.e. look for your name on the job chart. Figure out what your job is. Decide when you should do the job.			

*Adaptation of Individual Reading Assessment, PROJECT FOLLOW THROUGH BANK STREET COLLEGE

	KINDERGARTEN		
READING CHECKLIST	1st	2nd	3rd
18. Uses picture context as clues to insert puzzle pieces.			
19. Retells a simple story in sequence.			
20. Speculates probable next event in a sequence.			
21. Identifies, recalls, discusses strong ideas or affect of stories read to him/her.			
22. Uses new words and terms when talking of all activities.			
23. Enjoys and participates in discussion.			
24. Asks to have own stories written down by an adult.			
25. Understands left-to-right aspect of looking at words.			
26. Reads own dictated stories.			
27. Copies own dictated stories.			
28. Recognizes word bank words in other contexts.			
29. Often tries to read sight words, experience charts - labels, etc.			
30. Looks for clues when coming upon an unfamiliar word.			
31. Follows one-step written directions.			
32. Hears rhyming words.			
33. Can play games stressing initial sounds and letters.			
34. Can play games stressing final sounds and letters.			
35. Writes upper and lower case letters.			
36. Writes words when spelled by adult.			
37. Regularly uses spelling book of own words.			
38. Regularly adds to collection of reading words, i.e. "word bank."			
39. Names the letters of the alphabet and associates them with their sounds.			

READING CHECKLIST	KINDERGARTEN 1st	 2nd	 3rd
40. Recognizing the single consonant sounds and the three most common diagraphs (sh, ch, th) at the beginning and the end of words.			
41. Demonstrates awareness of consonants and digraphs with medial vowel patterns. e.g., ability to change beginnings and endings to make new words.			
42. Recognizes consonant clusters. -- bl, tr, etc.			

TEACHER COMMENTS

Accomplishments (books read, etc.) and Recommendations

Kindergarten Teacher:___________________________________

KINDERGARTEN ASSESSMENT CHECKLIST

Adapted from The New York Child Development Scales*

The New York Child Development Scales deal with behaviors that can be observed by the teacher during school hours and which apply specifically to classroom situations. Items in the scales address themselves to personal independence, interpersonal relations, language and motor development. The teacher should combine results of the scales with information from other sources in order to gain knowledge and understanding of the whole child; plans for the individual child can be developed accordingly.

The New York Scales list items which have been statistically normed as characteristic of children aged three through eight years. In the adapted Kindergarten Assessment Checklist, items for age levels three through seven and eight years have been combined and listed in hierarchical order to accommodate the range of maturational levels of Kindergarten children. The individual child does not reach all the items on any one scale at the same time; the child generally exhibits behavior items scattered over several age levels. Similarly, the child may be found to be more advanced on one or more of the Scales than on the others.

Items should be checked only if the teacher, through systematic observation, has accumulated sufficient evidence to make reliable judgments.

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*The New York Child Development Scales, Board of Education of the City of New York, Bureau of Educational Research.

KINDERGARTEN CHILD ASSESSMENT CHECKLIST

Name____________________________
Boy____________ Girl____________
Date of Birth____________________

School__________ Borough__________ Class__________
Teacher____

SCALE A: PERSONAL INDEPENDENCE

Unbuttons and takes off coat and jacket without assistance.
Goes to toilet himself (herself); may need some help with clothing.
Gives full name.
Helps put toys away, perhaps only as game with adult.
Occupies self with toys in playground or yard without constant supervision.
Puts on coat and buttons it without assistance.
Takes care of toilet needs independently.
Replaces toys and work materials, does simple routine housekeeping tasks in classroom; may need constant encouragement and frequent reminders.
Evaluates own behavior; probably praises self and products uncritically.
Shows judgment of difficulty of various activities; generally undertakes those within own ability, although may need some help.
Accepts responsibility for cleaning work place, and for replacing materials; may need encouragement.
Assumes responsibility for bringing money for purchasing milk, crackers, etc.
Begins to show discrimination in evaluating own performance; wants product to conform to original idea and to function crudely.
Wants to finish what has begun, if the work is interesting and within own ability, even if it takes several days.
Gives home address.
Is independent in dressing, including putting on rubbers.
Can go to school without an adult if there are no dangerous crossings.
Carries out class routines like distributing work materials, milk, etc.
Works independently for half hour or more on block construction, painting, etc., if given free choice of familiar activities.
Finds in the classroom or at home pictures appropriate to the class topic of study; this is done voluntarily or by assignment.
Shifts from one job to another according to plan without reminder.
Begins to judge products as to levels of skill and craftsmanship.

Date	Date	Date	Date

Begins simple concrete planning with a group under adult guidance.

Refers to books and magazines in the class collection to find very simple information, using both pictures and text.

Finds rooms anywhere in building if numbers are given.

SCALE B: INTERPERSONAL RELATIONS

Has attained consciousness of self; thinks and talks mostly in terms of _I_ or _me_.

Begins to play with, rather than alongside of another child.

Begins to take turns if waiting period is short, but may frequently hit, grab, push to get what is wanted.

With adult guidance, begins to share, but may frequently cry, hit, have temper tantrums when deprived of wants.

Takes role of animals or people in dramatic play.

Plays cooperatively with another child; there is definite although not necessarily continuous interaction between them.

Seeks status in group; may do this by giving outstanding performance or by bragging or showing off.

Uses spoken requests to get what is wanted, although hitting and snatching may still be frequent.

Generally accepts an alternative for something he/she wants and cannot have.

Suggests taking turns, although may not carry through the process consistently.

Plays cooperatively with group of two to five children; interaction is not necessarily continuous.

Sustains for long period interest in dramatic play with others.

Comforts other children when they cry or have been hurt.

Shares tools and equipment voluntarily with others within organized work group.

Expresses anger; form of expression begins to be verbal rather than physical.

Plays group games with simple structure and rules, as in tag, jump rope.

Expresses anger, usually in words rather than physically.

Takes initiative in helping younger or less able children in classroom routines.

Re-enacts in detail the functions of neighborhood workers--the mail carrier, fire fighter, grocer, etc.

Notices and makes comments about the contributions and productions of other children.

Date	Date	Date	Date

Date	Date	Date	Date

Shows loyalty to a small group of children; chooses its members for voluntary group activities.
Adheres strictly to group-made rules of conduct for games or classroom activities; will not tolerate exceptions.
Evaluates criticisms by other children and accepts constructive suggestions.
Expresses common adult opinions about personalities in the news.
Re-enacts role of adult hero or heroine in narrative sequences drawn from stories or motion pictures.

SCALE L: LANGUAGE

Begins to talk in short sentences (three or four words).
Keeps up a continuous monologue regarding the things he/she sees and does.
Asks What's that? What's your name? repeats answer until he/she has added new word to his/her vocabulary.
Relates incidents in simple terms with few details.
Uses sentences averaging five or six words.
Plays with sounds; makes up nonsense words and rhymed syllables.
Uses numbers without necessarily understanding their meaning.
Asks How? and Why? repeatedly, more to establish relationship with the adult than to obtain information.
Talks to other children; probably does not expect a reply.
Articulates clearly all sounds; possible exceptions th, zh, wh, triple consonants like str, sts.
Reports in some detail events recently experienced or witnessed.
Adapts language to role of mother, father, etc. in dramatic play.
Recognizes and gives correct name for common colors.
Asks questions for the definite purpose of obtaining information.
Uses fairly accurate grammatical forms.
Uses some compound and some complex sentences.
Uses polysyllabic words such as elevator, apologize.
Retells a complete story like The Three Little Pigs or Goldilocks with events in sequence.
Adjusts his/her language to fit roles of storybook characters in unrehearsed dramatizations.

Has mastered the mechanics of articulation.
Uses sentences with grammatical structure roughly approximating that of the adult; uses all parts of speech.
Contributes to interchange of ideas in sustained conversation.
Is aware of humorous possibilities and double meanings of words; enjoys puns.
Uses idiomatic expressions such as raining cats and dogs.

SCALE M: MOTOR DEVELOPMENT

Goes down stairs alone; probably with same foot leading on each step.
Climbs, swings, jumps, slides; uses playground apparatus.
Hammers peg in hole with wooden mallet.
Strings one-inch wooden beads on shoelace.
Scribbles with crayon; probably grasps crayon in fist.
Descends stairs, feet alternating; may need support of railing or adult's hand.
Runs nimbly, turns corners easily, stops readily.
Skips; may drag one foot.
Carries cup of water, three-quarters filled, without spilling.
Places large blocks to erect simple facades of houses, boats, etc.
Goes up and down stairs, feet alternating, without need for holding railing or adult's hand.
Runs, jumps, gallops, sways in time to music.
Skips, using feet alternately.
Places large blocks to make surface plans having right angles; e.g., floor plans of house.
Cuts and pastes simple forms.
Controls direction and speed of running as in games like tag, squirrel in the tree.
Throws ball overhand, shifting weight from one foot to the other.
Places blocks with precision and alignment to make complicated three-dimensional structures.
Holds pencil in fingers in adult fashion; grip may be tense.
Draws from model a true likeness of a three- or four-sided straight line figure.
Bounces and catches ball with one hand.
Executes series of controlled movements as in hopscotch, ball-bouncing routines, ball games.

Date	Date	Date	Date

Uses simple tools to make recognizable articles from cardboard, drawing paper, cloth, etc.
Ties firm knot and bow, as in shoelaces.
Writes a few simple words without model; spelling may be incorrect.
Has gross body control as in balancing and jumping from heights, climbing or performing simple stunts.
Throws a ball with fair aim.
Makes well constructed usable objects in woodwork, arts and crafts.
Shows dexterity in fine hand movements as in carving, sewing, weaving.
Shows ease in writing movements; hold on pencil is not unduly tense.

Date	Date	Date	Date

New York State Screening Procedures

Chapter 53 of the Laws of 1980 provides for the screening of every new entrant to school to determine which pupils are or may be handicapped or gifted. "Screening identifies those students in need of further evaluation and should not be viewed as an in-depth method of assuring development. Screening is a quick method of assessing a student's overall performance and should indicate whether or not an in-depth evaluation is necessary."[1]

Since the screening is designed for new entrants into the school system, it is anticipated that most of the children in the All-Day Kindergarten will be screened.

Each school district in New York State must choose a screening instrument designed to obtain preliminary information regarding a child's development in the following areas; physical development, cognitive development, receptive and expressive language, articulation skills, and motor development. In New York City, a screening instrument is used on a citywide basis.

After a review of the screening results, possibly handicapped children are referred through local school district procedures to the Committee on the Handicapped. Children who are possibly gifted are referred to the Community Superintendent for in-depth evaluation.

Informing parents about the screening process and referral is vital to the screening program. Parents can request information about their child's performance during screening. Parents can also contribute information which assists in identifying special needs early or in eliminating unnecessary referrals. A brief summary of the screening results should be available to parents.

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[1] Screening in New York State. (The University of the State of New York, The State Education Department, Albany, New York, 1982.)

The Gifted And Talented in the All-Day Kindergarten

> "Gifted and talented children are those identified by professionally qualified persons who, by virtue of outstanding abilities, are capable of high performance."[1]

Early identification of gifted and talented children is crucial to the development of their potential abilities. Early identification can prevent the behavior problems and under achievement that often result when a stimulating program is not implemented for the gifted and talented.

Each school district in New York City has its own procedures for identifying the gifted and talented. These procedures may include a test battery, rating scales, nomination by parents and teacher, case studies, pupil products, and observations.

A New York State Handbook[2] contains a Kindergarten checklist, which the All-Day Kindergarten teacher may wish to utilize in observing possibly gifted children. The checklist suggests areas which many researchers agree are characteristic of the gifted and talented child.

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[1] "Educating the Gifted and Talented in New York State," State Education Department, Albany, N.Y., 1976, p.5.

[2] Suggested Procedures for the Identification of the Gifted and Talented New York State Education Department, Albany, New York, p. 36.

KINDERGARTEN CHECKLIST[*]

1. County ______________________ 3. School ______________________

2. District ______________________ 4. Teacher ______________________

When compared with other children in the Kindergarten, which of your pupils possess, to a marked degree, some of the following characteristics? Be particularly observant of the youngest children in the class. Do not exclude any child because of a speech defect.

1. Has unusually good vocabulary
2. Has ideas which are often very original in one or more areas (i.e., block play, free activities, art, rhythms, sharing)
3. Is alert, keenly observant; responds quickly
4. Has an unusually good memory
5. Has a long attention span
6. Recognizes, on his own, some words in books on the browsing table
7. Uses longer sentences
8. Reasons things out; thinks clearly, recognizes relationships, comprehends meanings
9. Is curious about many activities and places outside immediate environment and/or experience
10. Is a leader in several kinds of activities. Is able to influence others to work toward desirable goals
11. Has outstanding talent in special area(s) such as art, music, rhythms, dramatics (Indicate area(s) of talent.)

____

____

If you have any pupils who exhibit at least three of the above characteristics, please list their names below. Following each name, list the number of all characteristics that fit the pupil:

	Pupil's Name	Characteristics (Indicate by number)
1.		
2.		

[*] Form developed by Corabelle Clark and Eleanor Dyer, Compton; Lyman Peterson, Paramount; Marguet Lund, Manhattan Beach; Beatrice Lantz, Division of Research and Guidance, Office of Los Angeles County, Superintendent of Schools.

It is important that early identification procedures provide for children with special needs: handicapped, limited English-proficient, economically deprived, and gifted and talented.

> "Gifted and talented children require differentiated programs and/or services beyond those normally provided by the regular school program in order to realize their contributions to self and society."[3]

The differentiated curriculum is designed to foster the development of the gifted and talented through processes of "inquiry, creative and productive thinking, aesthetic experience, and problem solving."[4]

The differentiated curriculum for the gifted and talented should expand, extend and deepen the learning experience. The curriculum is one that explores in depth, extends in time, expands in content and varies in structure, the regular curriculum.

Local school districts usually have districtwide curriculum practices for homogeneous gifted and talented classes. The teachers of gifted children in heterogeneous All-Day Kindergartens must provide a differentiated curriculum for those children. District personnel can be of assistance to those teachers.

Reaching The Gifted, Grades K-6[5] provides lesson plans for the gifted in either a homogeneous or heterogeneous setting. The guide provides activities to stimulate higher-level thinking skills, as detailed by Benjamin Bloom[6]: analysis, synthesis, and evaluation. It is stressed that children require knowledge and adequate comprehension in order to engage in higher levels of thinking. Frank William's model[7] for curriculum instruction is used to label those experiences which stimulate creativity, divergent and fluid thinking. Reaching The Gifted is a valuable resource for the All-Day Kindergarten teacher of gifted children.

> Planning for individual children and conducting ongoing assessment are reflected in curriculum which meets the "exceptional" needs of each child.

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[3] Educating the Gifted and Talented, p.5.

[4] Ibid, p. 11.

[5] Reaching The Gifted, Grades K-6, New York City Public Schools, Office of Curriculum Development and Support, Division of Curriculum and Instruction, 1983.

[6] Benjamin Bloom, The Taxonomy of Educational Objectives - Cognitive Domain (New York: David McKay, 1956). Cited in Reaching The Gifted.

[7] Frank E. Williams, A Total Creativity Program For Individualizing and Humanizing the Learning Process (Buffalo, New York: D.O.K. Publishers, Inc., 1980). Cited in Reaching the Gifted.

Section 8

Developmental Skills

Developmental Skills

SKILLS IN COMMUNICATION ARTS

Introduction

Current research in the Communication Arts suggests diverse implications for teaching young children. The Communication Arts module presents an eclectic approach, including the most valuable paradigms as resources for the teachers.

Advocates of the "Whole Language" approach to literacy (F. Smith 1978, K. Goodman, 1968, M. Clay, 1975, D. Holdaway, 1979), emphasize that when young children are presented with complete structures (whole ideas, where meaning is inherently present), learning to make sense of print is a natural, developmental process.

Researchers who advocate the "Cognitive Clarity" theory (M. D. Vernon 1957, John Downing 1979, J. Johns and Ellis, 1976), have found that effective learning takes place when children are taught to master "letters," "sounds," "words," and then "sentences." These researchers advocate breaking tasks down into component parts, for segmental learning, so children can succeed in mastering skills in subsets of problems that deal with the reading process.

The acquisition of communication skills is a developmental process dependent on children's maturational levels, individual rates of growth and learning styles. Therefore, there are various ways in which teachers make provisions for learning. A skill or concept may be introduced to the whole class in the form of a Direct Instruction Activity. Reinforcement or follow-up may also be planned for large groups, small groups, or individuals, depending on children's instructional needs.

Opportunities to develop and enhance comprehension skills, as part of children's overall literacy development, must be provided every day. Early experiences that include books and printed matter are crucial to the emergence of concepts and attitudes, as well as skills. Children need to see and hear many stories and poems; they need to engage in conversations, discussions and dialogues. By participating in formal and informal writing activities, children will discover that print has function and meaning. Children will use their growing repertoire of words purposefully and in many contexts. All of these opportunities for language will be a natural part of the classroom environment. Children will sense the interrelatedness of listening, speaking, writing, reading--a holistic view.

As in all other curriculum areas, the Communication Arts are presented to Kindergarten children through a series of integrated, multisensory experiences, interrelating writing, reading, speaking and listening. This integration of skill and curriculum is apparent in the themes we will present in Section Five. For example, in Fall--A Seasonal Change, there are multisensory activities to stimulate skills in speaking, listening, writing and reading. In one activity, we describe a focus on developing visual discrimination skills by directing children to examine leaf characteristics through a magnifier.

At the same time, the children are using oral communication skills in describing leaves, communicating their thoughts and using auditory comprehension skills in the act of listening to other children's descriptions.

Children learn through varied and repeated activities. The cognizant teacher plans many formal and informal activities and experiences to reach children through as many learning modes as feasible. Many types of experiences are necessary to provide children with opportunities for further development of their communication arts skills. Dorothy Cohen expresses it in this way:

> "Both the formation of concepts and the self-generating urge to know seem to be dependent on much varied opportunity to observe, compare, test, experiment, analyze, synthesize, re-examine, test and retest initial and later perceptions of the objective world."

In our All-Day Kindergarten classrooms, teachers and children will be the inventors and creators of that rich and varied environment which promotes learning!

The Kindergarten Developmental Skills list that follows categorizes the communication arts skills in sections on Beginning Reading, Oral Communication, Beginning Writing and Fine Motor Skills. The chart shows:

- the time at which each skill is introduced in focused instruction (beginning of black area)
- the suggested period for focusing instruction on each skill (black area)
- the suggested period for informal emphasis/reinforcement of each skill (light shaded area)

The ongoing skill development, as incorporated into new learnings, is represented by the arrow. This demonstrates the emphasis on continued maintenance and further skill development through the end of the school year.

For certain skills, a light shaded area precedes focused instruction. This denotes the need for in-depth planning so that these skills may receive additional emphasis.

The chart can also be used to note the increased complexity of skills, the overlapping of skills and the need to plan for instruction of various skills concurrently.

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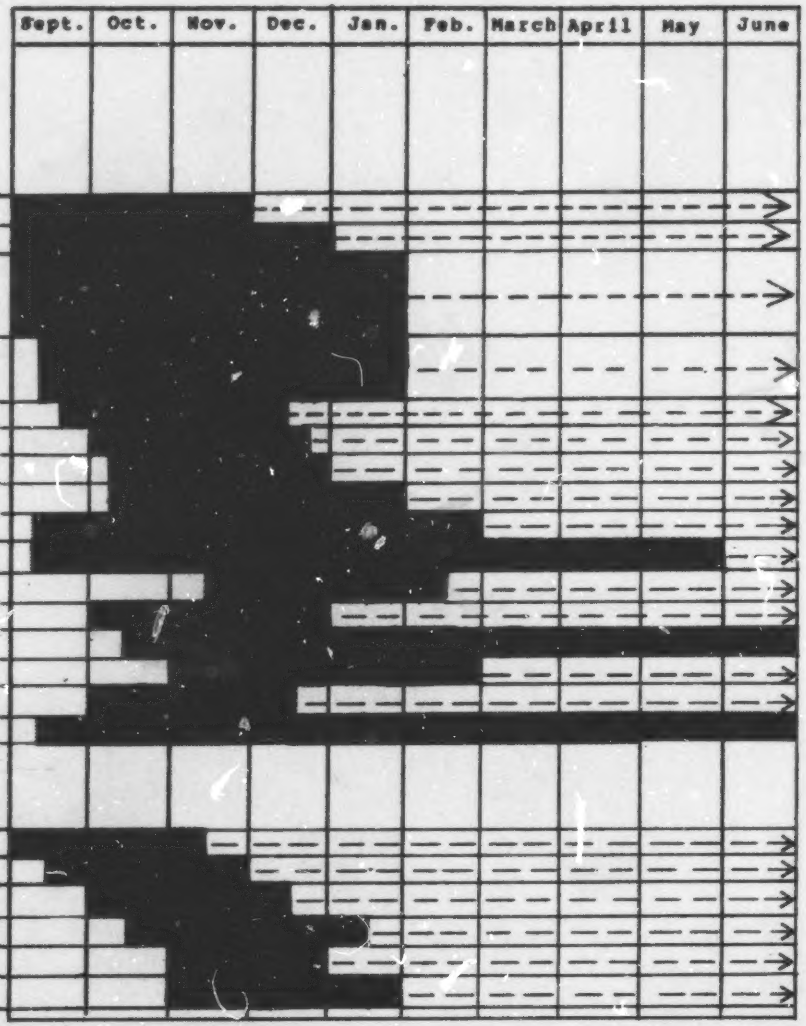
DEVELOPMENTAL SKILLS IN COMMUNICATION ARTS

BEGINNING READING



Visual Skills (Perception, Discrimination, Memory)

- Identifying pantomimed actions
- Recognizing size relationships
- Identifying/distinguishing colors (suggested sequence: red, blue, yellow, green, purple, black, brown, orange, white, pink)
- Identifying/comparing shapes (suggested sequence: circle, square, triangle, rectangle)
- Matching objects
- Matching shapes/forms
- Matching pictures
- Matching and distinguishing letters
- Distinguishing left and right
- Understanding left-to-right progression
- Distinguishing figure from background
- Locating picture on a page
- Noticing details in pictures
- Continuing a simple pattern
- Recalling a missing object in a group
- Identifying upper and lower-case letters

Auditory Skills (Perception, Discrimination, Memory)

- Identifying common sounds in the environment
- Distinguishing between sounds
- Distinguishing sound characteristics; volume, pitch
- Recalling a sound or sequences of sounds
- Identifying first and last sound in a sequence
- Distinguishing between words

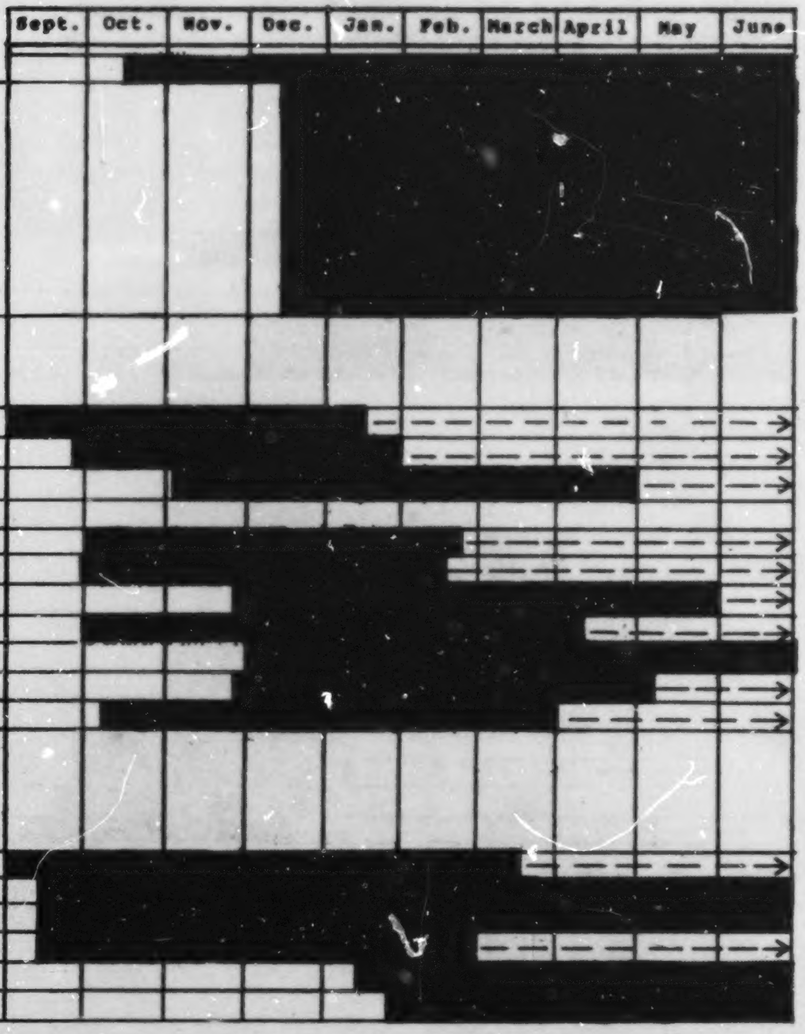
- Identifying rhyming words
- Distinguishing between beginning sounds in words
  Based on current research, the suggested sequence for teaching initial consonants is: d, m, f, w, t, k, n, b, l, s, j, p, c, r, y, g, h, v, z, q. Teachers need to sequence appropriately the teaching of sounds and letters often visually or auditorially confused, for instance: b/d, b/p, d/t, m/n, v/w, f/v, m/w.

Auditory Comprehension

- Following simple oral directions
- Recalling two sequentially related directions
- Recalling a series of consecutive directions
- Understanding story content:
  - recalling details
  - recalling sequence
  - making inferences
  - understanding cause and effect
  - predicting outcomes
  - retelling a story
- Understanding spoken information

Sight Word/Vocabulary Development

- Awareness of print in environment
  - Using name labels
  - Using information charts
  - Dictating stories for experience charts
  - Labeling by teacher of objects in the room
  - Labeling by children
- Beginning writing; invented spelling



Readiness For Reading Comprehension

- Looking at books
- Participating in group dictation activities
- Participating in individual dictation
- Interpreting pictures
- Describing objects, people, situations
- Supplying words in context
- Classifying information
- Making associations
- Oral narratives
  - retelling an experience in sequence
  - participating in meaningful dialogues

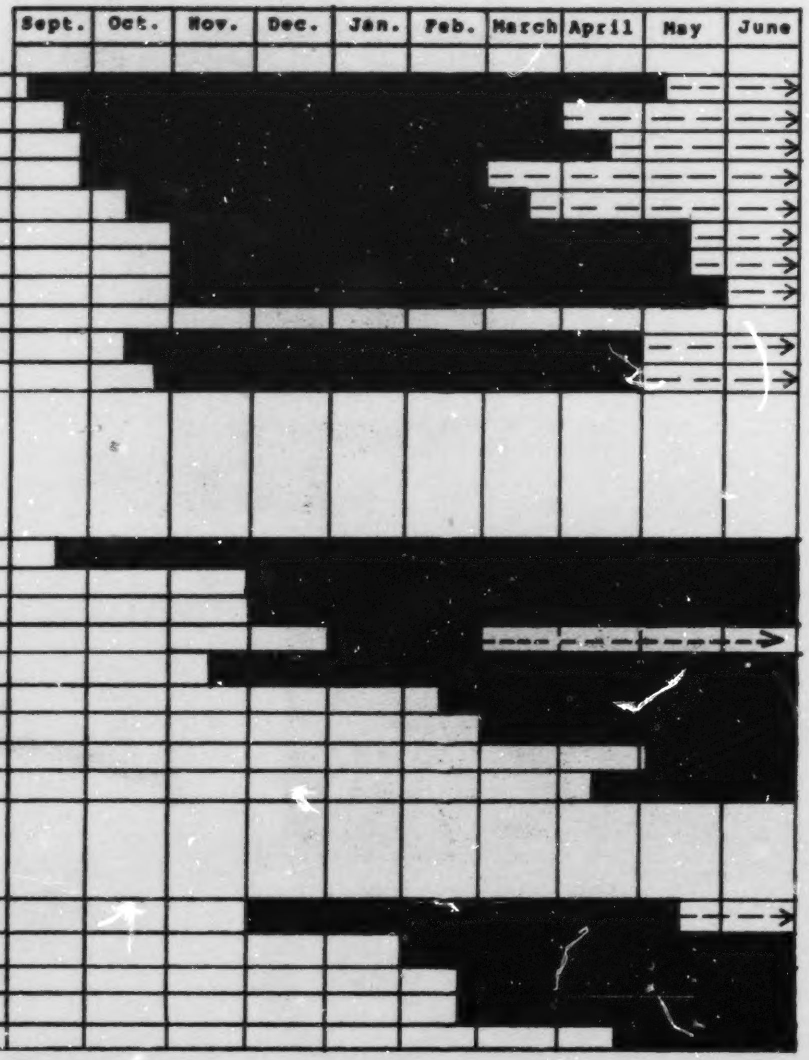
* Also see Auditory Comprehension: Understanding story content

Phonetic Analysis

- Identifying letters
- Matching capital and lower case letters
- Discriminating between similar words
- Using rhyming words in songs and poems
- Making sound/symbol correspondence
- Blending sounds
- Substituting consonants to form new words
- Substituting vowels to form new words
- Identifying consonants and vowels

Structural Analysis

- Becoming aware of:
  - words with plural endings, -s
  - verbs with reflexive endings, -s, -ed, -ing
  - simple contractions, I'm, can't, isn't
  - words with comparative endings, -er, est
  - words with suffixes, -ful



Reading Vocabulary

- Making picture/word associations
- Using context for unfamiliar words
- Understanding antonyms
- Understanding synonyms

Reading Comprehension

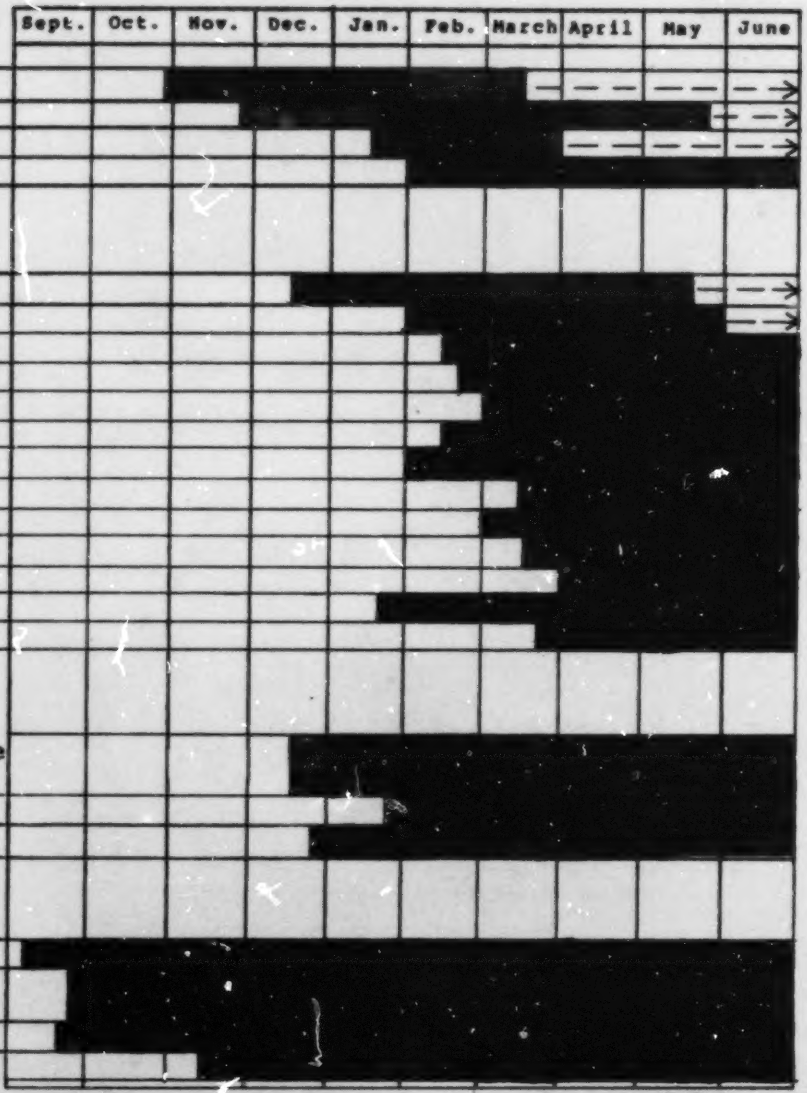
- Making picture/sentence associations
- Identifying details in a story
- Following simple written directions
- Predicting outcomes
- Making judgments/drawing conclusions
- Making inferences
- Recalling sequence
- Understanding cause and effect
- Identifying the main idea of a sentence
- Identifying the main idea of a paragraph
- Identifying the main idea of a story
- Reading to reflect punctuation
- Reading to reflect author's meaning

Study Skills

- Identifying parts of a book, e.g., title, author, table of contents
- Using parts of a book
- Locating parts and pages of a book

Attitudes

- Appreciating good literature and poetry
- Demonstrating interest by exhibiting good listening habits
- Reacting with pleasure to visual stimuli
- Reading with interest and joy



Oral Communication

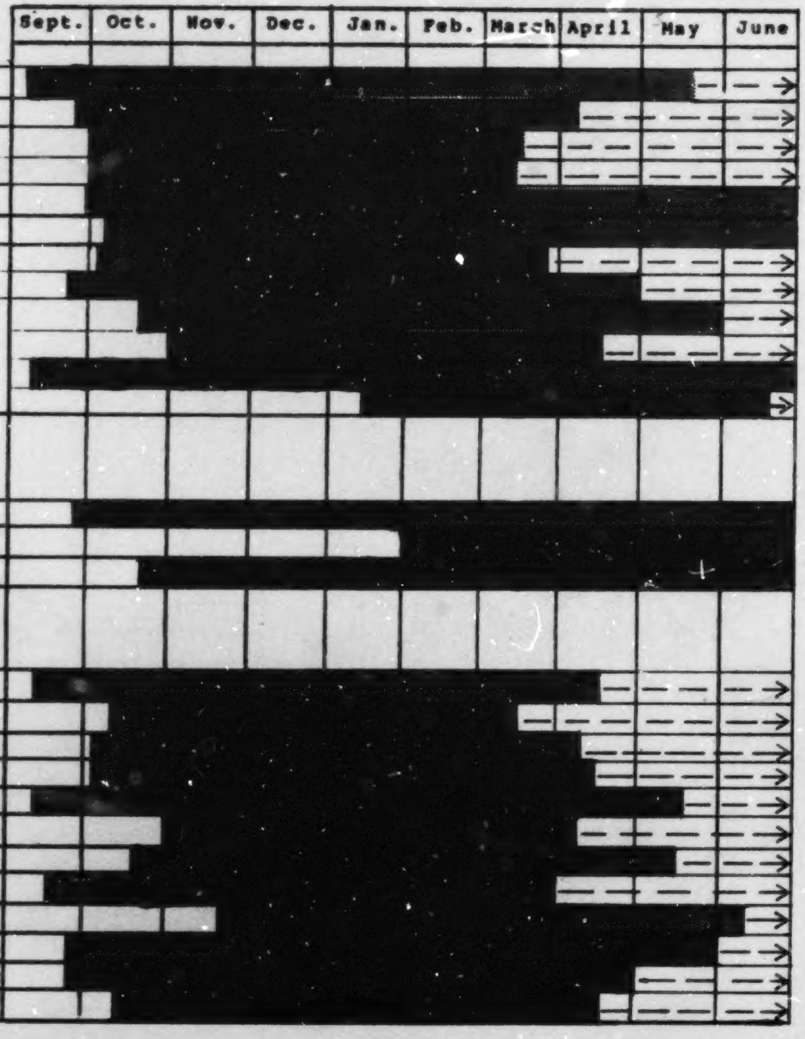
- Conversing informally with classmates and adults
- Asking questions
- Reporting informally
- Expressing opinions
- Engaging in group discussions
- Learning and using new spoken vocabulary
- Discussing pictured objects
- Discussing feelings
- Explaining feelings of story characters
- Retelling familiar stories in sequence
- Group recitation of finger plays, poems
- Interviewing people

Attitudes

- Taking pleasure in the exchange of ideas
- Enjoying the sharing of original stories, songs, poems
- Taking pleasure in learning and using new words

Fine Motor Skills

- Putting together simple puzzles
- Fingerpainting designs, pictures, shapes
- Stringing beads
- Using clay
- Pasting pictures/shapes to background sheet
- Pouring liquids, e.g., juice, paint
- Coloring simple pictures/shapes within lines
- Holding and using crayons
- Holding and using pencils
- Using wide, then narrower, paint brushes
- Manipulating scissors and cutting
- Folding paper



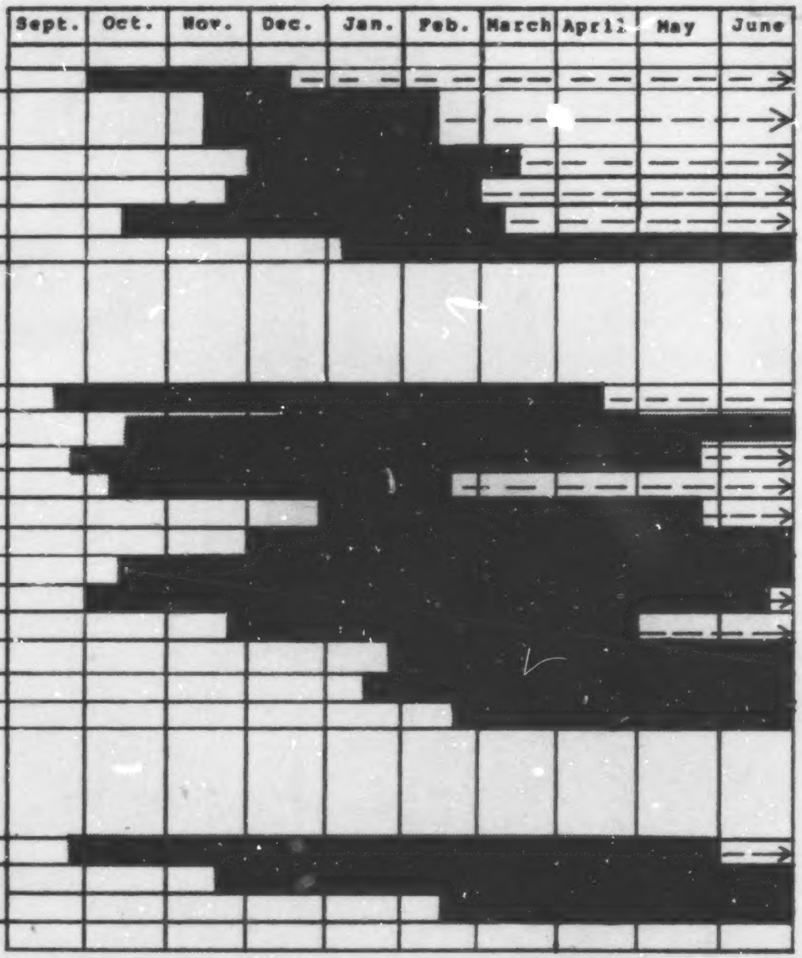
- Water painting at chalkboard
- Tracing lines and shapes in the air, on the chalkboard, on paper
- Copying lines and shapes
- Tracing names, letters, words
- Copying names, letters, words
- Copying sentences

Beginning Writing

- Associating oral language with print
- Inventing symbols to carry messages
- Copying letters and words
- Experimenting with letter shapes
- Writing lists of recognizable letters and words
- Repeated writing of known words
- Using invented spelling to write new words
- Establishing line-to-line progression
- Using spaces between words
- Writing sentences using known words
- Using appropriate punctuation
- Writing own stories

Attitudes

- Showing pride in their growing mastery
- Taking pleasure in writing original stories, poems, songs
- Enjoying rereading written work to others



SKILLS IN MATHEMATICS

Introduction

The scope of the mathematics curriculum for Kindergarten is the New York State and New York City curriculum. It encompasses all of the following major strands:

Numbers and numeration
Operations with whole numbers
Operations with fractions
Probability and statistics
Geometry and measurement
Problem solving

It is to be noted that the curriculum is cyclical and developmental. Teachers should use their own judgment concerning the presentations of these topics. Each skill and concept is interwoven with others throughout each strand.

Manipulative materials are to be explored early in the school year, allowing time for:

- children to discover the properties of each type of material
- the teacher to observe children's levels of skill development in using each material

The Kindergarten Mathematics Skills List that follows categorizes the mathematics skills in sections on:

- Spatial relationships
- Attributes of shapes
- Sets
- Time concepts
- Size concepts
- Numerals
- Conservation of numbers
- Comparisons
- Money
- Ordinal numbers
- Temperature
- Problem solving
- Weight
- Non-standard measurement
- Number relationships
- Chance events
- Graphing
- Number line concepts
- Sequence
- Fractions
- Capacity
- One-to-one correspondence
- Number names
- Sharing whole objects
- Addition with real objects
- Instruments of measurement

Informal learning in which children become familiar with concepts and skills should precede focused instruction through daily activities (white areas).

The chart shows:

- the time at which each skill is introduced in focused instruction (beginning of black area)
- the suggested time span for focusing instruction on each skill (black area)
- the suggested period for informal emphasis/reinforcement of each skill (light shaded area)
- the ongoing skill development/maintenance (arrow)

This demonstrates the emphasis on continued maintenance and further skill development through the end of the school year.

The chart can also be used to note the increased complexity of skills, the overlapping of skills, and the need to plan for instruction of various skills concurrently.

The level of a child's skill development and the level of language (terminology) may not be the same. Both types of learning should be continually assessed. As the teacher guides the children in skill development, terminology is continually taught through modeling and dialogue.

Concepts may be introduced in large groups; however, there are times and situations when additional concept development is taught in small groups or to individuals. It is important to note that many of these concepts, while introduced in Kindergarten, may not be completely internalized until later. Children should move developmentally, building upon the skills and knowledge of yesterday's learnings, integrating today's experiences and going forward to meet tomorrow's challenges.

DEVELOPMENTAL SKILLS IN MATHEMATICS

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
Spatial Relationships										
. Distinguishing between in front of/in back of	■	■	■	■	- - -	- - -	- - -	- - -	- - -	- ->
. Distinguishing between up/down		■	■	- - -	- - -	- - -	- - -	- - -	- - -	- ->
. Distinguishing between above/below			■	■	- - -	- - -	- - -	- - -	- - -	- ->
. Distinguishing between on/off				■	■	- - -	- - -	- - -	- - -	- ->
. Distinguishing between over/under					■	■	- - -	- - -	- - -	- ->
Spatial Relationships - Extended Vocabulary										
. Distinguishing between top/bottom		■	■	■	- - -	- - -	- - -	- - -	- - -	- ->
. Distinguishing between before/after			■	■	■	- - -	- - -	- - -	- - -	- ->
. Distinguishing between inside/outside				■	■	■	- - -	- - -	- - -	- ->
. Distinguishing between in/out				■	■	■	- - -	- - -	- - -	- ->
. Distinguishing between left/right					■	■	■	- - -	- - -	- ->
. Distinguishing between next to/between						■	■	■	- - -	- ->
. Distinguishing between first/middle/last						■	■	■	- - -	- ->
. Distinguishing between on/off							■	■	■	- ->
Classification by Attributes										
. Ordering sets of objects from smallest to largest			■	■	■	- - -	- - -	- - -	- - -	- ->
. Ordering sets of objects from largest to smallest				■	■	■	- - -	- - -	- - -	- ->
. Distinguishing likenesses and differences		■	■	■	- - -	- - -	- - -	- - -	- - -	- ->
. Distinguishing between same and different			■	■	■	- - -	- - -	- - -	- - -	- ->
. Identifying attributes of shape, color, size			■	■	■	- - -	- - -	- - -	- - -	- ->
Shapes Around Us										
. Recognizing a circle; forming a circle	■	■	■	■	- - -	- - -	- - -	- - -	- - -	- ->
. Recognizing a square; forming a square		■	■	■	- - -	- - -	- - -	- - -	- - -	- ->
. Recognizing a rectangle; forming a rectangle		■	■	■	■	- - -	- - -	- - -	- - -	- ->
. Recognizing a triangle; forming a triangle			■	■	■	■ - -	- - -	- - -	- - -	- ->
. Identifying patterns				■	■	■	- - -	- - -	- - -	- ->
. Forming patterns				■	■	■	- - -	- - -	- - -	- ->

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
Identification of Parts of Three-Dimensional Shapes										
. Identifying three-dimensional shapes; e.g., ball, cube, box				■	■	■	- - -	- - -	- - -	- - →
. Recognizing face, edges, corners or a three-dimensional shape					■	■	■	- - -	- - -	- - →
. Counting the faces, edges, corners of three-dimensional shapes						■	■	■	- - -	- - →
Comparison of Sets										
. Distinguishing between all and none					■	■	■	- - -	- - -	- - →
. Comparing sets by matching which has more when given two (2) sets of objects						■	■	■	- - -	- - →
. Comparing sets by matching which has fewer when given two (2) sets of objects							■	■	■	- - →
. Comparing sets by matching which set has more or fewer								■	■	■
. Comparing sets by matching and showing the same number when given two (2) sets of objects									■	■
Time of Day										
. Recognizing times of the day - morning, noon, afternoon and night		■	■	■	- - -	- - -	- - -	- - -	- - -	- - →
. Distinguishing between before/after			■	■	■	- - -	- - -	- - -	- - -	- - →
. Distinguishing between day/night					■	■	■	- - -	- - -	- - →
. Distinguishing between older/younger								■	■	■
. Distinguishing between early/late									■	■
Size Concepts										
. Distinguishing among the degrees of sizes - large/larger/largest					■	■	■	- - -	- - -	- - →
. Distinguishing among the degrees of sizes - small/smaller/smallest						■	■	■	- - -	- - →
. Distinguishing among the concepts of long/longer/longest							■	■	■	- - →
. Distinguishing among the concepts of short/shorter/shortest								■	■	■

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
Numerals One (1) Through Four (4)										
. Associating the numerals 1 through 4 with a set having one through four objects						■	■	■	- - - -	- - ->
. Recognizing and identifying the symbols 1 through 4 as numerals for the numbers one through four							■	■	■	- - ->
. Writing the numerals 1 through 4								■	■	■
. Identifying the number of elements in given groups (1 through 4)									■	■
Conservation of the Number in a Set										
. Naming sets of objects arranged in vertical, horizontal or random position								■	■	■
. Naming the number in a set of objects in a vertical, horizontal or random position									■	■
. Understanding that counting objects in different positions does not change the number										■
Comparative Size Terms										
. Distinguishing between longer than and as long as								■	■	■
. Distinguishing between shorter than and as short as									■	■
. Recognizing the terms farther and nearer when referring to distance										■
Money: Pennies										
. Recognizing and identifying the penny as 1 cent and the ¢ sign						■	■	■	- - - -	- - ->
. Counting and writing 4 cents or 4¢								■	■	■
. Solving oral story problems related to pennies									■	■

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
Ordinal Numbers First Through Fourth										
• Identifying the ordinal position of each object in a row through 4 objects						■	■	■	- - -	- - →
• Matching the ordinal numbers first through fourth to the cardinal numbers (numerals) one to four							■	■	■	- →
• Identifying the numeral associated with a given ordinal number								■	■	■
• Reciting the ordinal names first through fourth									■	■
General Temperature Measurement Terms										
• Distinguishing between the concepts of hot and cold		■	■	■	- - -	- - -	- - -	- - -	- - -	- - →
• Distinguishing between cooler than/hotter than					■	■	■	- - -	- - -	- - →
• Distinguishing between as cold as/as hot as							■	■	■	- - →
Numerals Five (5) Through (9)										
• Associating the numerals 5 through 9 with a set having five through nine objects							■	■	■	- →
• Recognizing and identifying the symbols 5 through 9 as numerals for the numbers five through nine								■	■	■
• Writing the numerals 5 through 9									■	■
• Identifying the number of elements in a given group (5 through 9)										■
Problem Solving: Language										
• Locating and describing objects in the classroom		■	■	■	- - -	- - -	- - -	- - -	- - -	- - →
• Locating and describing objects within a picture			■	■	■	- - -	- - -	- - -	- - -	- - →
• making inferences based upon information obtained from a picture					■	■	■	- - -	- - -	- - →

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
Numeral Zero (0)										
. Associating the numeral 0 with a set having no objects									■	■
. Recognizing and identifying the symbol "0" as a numeral for the number zero							■	■	■	- - →
. Writing the numeral 0				■	■	■	- - -	- - -	- - -	- - →
. Identifying the elements in a given group								■	■	■
Weight										
. Distinguishing between the concepts of heavy and light		■	■	■	- - -	- - -	- - -	- - -	- - -	- - →
. Comparing objects that weigh more or less and the same as			■	■	■	- - -	- - -	- - -	- - -	- - →
A Whole Unit										
. Identifying an object as a unit					■	■	■	- - -	- - -	- - →
. Identifying a part of a whole					■	■	■	- - -	- - -	- - →
. Distinguishing part of a unit from the whole unit						■	■	■	- - -	- - →
Numeral Ten (10)										
. Associating the numeral 10 with a set having 10 objects								■	■	■
. Recognizing and identifying the symbol "10" as a numeral for the number ten								■	■	■
. Writing the numeral 10								■	■	■
. Reciting the numerals 1 through 10 in correct counting order				■	■	■	- - -	- - -	- - -	- - →
. Identifying the number of objects in a given group									■	■
Ordinal Numbers First Through Tenth										
. Matching the ordinal number first through tenth to the cardinal numbers one to ten									■	■

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
Nonstandard Measurements										
. Measuring the length and/or height of objects using nonstandard units of measure			■	■	■	– –	– –	– –	– –	– →
. Measuring the capacity of objects using nonstandard units of measure				■	■	■	– –	– –	– –	– →
. Defining and comparing nonstandard measurements in weight: heavy/heavier					■	■	■	– –	– –	– →
. Defining and comparing nonstandard measurements in weight: light/lighter					■	■	■	– –	– –	– →
Time Relationships										
. Distinguishing between takes longer and less time than				■	■	■	– –	– –	– –	– →
. Recognizing as long as					■	■	■	– –	– –	– →
. Solving oral word problems using time relationships						■	■	■	– –	– →
Number Relationships										
. Constructing a graph using blocks, cubes			■	■	■	– –	– –	– –	– –	– →
. Transferring graph to pictorial representation			■	■	■	– –	– –	– –	– –	– →
. Interpreting the pictorial representations as those representing concrete objects or persons				■	■	■	– –	– –	– –	– →
. Identifying number relationships using symbols and pictures					■	■	■	– –	– –	– →
. Counting aloud the number of squares that are colored in on a bar graph				■	■	■	– –	– –	– –	– →
. Coloring the corresponding number of squares on a vertical bar graph when given concrete objects or the pictorial representation				■	■	■	– –	– –	– –	– →
. Writing the numeral that represents the number of squares colored in on a vertical and horizontal bar graph					■	■	■	– –	– –	– →

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
Chance Events										
• Distinguishing between certain and uncertain in regard to events		■	■	■	– –	– –	– –	– –	– –	– →
• Distinguishing between more or less likely in chance situations			■	■	■	– –	– –	– –	– –	– →
• Recognizing the outcome of activities as chance (guessing)				■	■	■	– –	– –	– –	– →
Graph Reading										
• Telling the story for a graph picture					■	■	■	– –	– –	– →
• Solving oral word problems using graphs					■	■	■	– –	– –	– →
Constructing and Counting Using Number Line										
• Constructing a number line					■	■	■	– –	– –	– →
• Counting forward and backward on the number line						■	■	■	– –	– →
• Finding the cardinal number of a set of concrete objects by matching with the numbers of a number line								■	■	■
Sequence										
• Picking the object or number that goes before a given object or number						■	■	■	– –	– →
• Picking the object or number that comes after a given object or number					■	■	■	– –	– –	– →
• Picking the number that is between two objects or numbers							■	■	■	– →
Fraction - One Half (1/2)										
• Recognizing equal parts of a whole			■	■	■	– –	– –	– –	– –	– →
• Recognizing that when an object is separated into two (2) equal pieces, each piece is one-half (1/2) that of the whole object					■	■	■	– –	– –	– →
• Dividing objects into halves						■	■	■	– –	– →
• Solving oral word problems related to the use of fractions							■	■	■	– →

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
Capacity of Containers										
. Identifying containers that are full/empty, half full/half empty			■	■	■	- - -	- - -	- - -	- - -	- - →
. Distinguishing between more and less and the same as						■	■	■	- - -	- - →
Comparison of a Half Unit to a Whole Unit										
. Recognizing that a whole object is greater than one-half (1/2) of the object				■	■	■	- - -	- - -	- - -	- - →
. Recognizing that one-half (1/2) of an object is less than a whole					■	■	■	- - -	- - -	- - →
Coins: Nickel and Dime										
. Recognizing and naming a nickel						■	■	■	- - -	- - →
. Recognizing and naming a dime							■	■	■	- - →
. Discriminating between a penny, nickel and dime										■
Problem Solving: One-to-One Correspondence										
. Matching numbers to pictures/objects							■	■	■	- - →
. Solving simple problems using one-to-one correspondence						■	■	■	- - -	- - →
Money: Quarter Through Dollar Bill										
. Recognizing and naming a quarter										■
. Recognizing and naming a half dollar										■
. Recognizing and naming a dollar bill										■
Numerals Eleven (11) Through Fifteen (15)										
Reciting the numerals 1 through 15 in correct counting order										■

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
Identification of Numbers Around Us										
. Identifying personal data:										
- age		■	■	■	- -	- -	- -	- -	- -	- →
- birthday			■	■	■	- -	- -	- -	- -	- →
- address				■	■	■	- -	- -	- -	- →
- telephone number					■	■	■	- -	- -	- →
. Identifying number names in the environment										
- home: numerals on the clock, TV channel selector, mail box	■	■	■	- -	- -	- -	- -	- -	- -	- →
- classroom: hook numbers in the classroom closet, class calendar, room number		■	■	■	- -	- -	- -	- -	- -	- →
- school: room numbers in the hall, numerals on the school buses, seat numbers in the auditorium, numbers in the lunchroom			■	■	■	- -	- -	- -	- -	- →
- neighborhood: numbers on street signs, on buses, address numbers on doorways, numerals on subway trains				■	■	■	- -	- -	- -	- →
Share Objects										
. Recognizing that when a group is separated into 2 parts of the same size, each part is 1/2 of the whole group					■	■	■	- -	- -	- →
. Partitioning a set containing an even number through 6 objects into halves						■	■	■	■	- →
. Solving oral word problems related to the use of sharing				■	■	■	- -	- -	- -	- →
Addition										
. Recognizing that addition can be completed by a union of sets										■
. Recognizing that when two (non-empty) sets (groups) of objects are put together the resulting set has more objects than either of the two (2) original sets.										■

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
Subtraction										
. Recognizing that when a member is subtracted from a set, the resulting set is smaller than the original group									■	■
. Solving story problems related to skills learned in this module									■	■
Symbol (+)										
. Identifying the plus (+) symbol						■	■	■	→	→
. Identifying the plus (+) symbol in a horizontal format						■	■	■	→	→
Symbol (=)										
. Identifying the equal (=) symbol							■	■	■	→
. Identifying the equal (=) symbol in a horizontal format							■	■	■	→
Add One										
. Adding 1 object to 1 object				■	■	■	→	→	→	→
. Adding 1 object to 2 objects					■	■	■	→	→	→
. Adding 1 object to 3 objects						■	■	■	→	→
. Adding 1 object to 4 objects							■	■	■	→
. Adding 1 object to 5 through 10 objects								■	■	■
Add Two										
. Adding 2 objects to 1 object					■	■	■	→	→	→
. Adding 2 objects to 2 objects						■	■	■	→	→
. Adding 2 objects to 3 objects							■	■	■	→
. Adding 2 objects to 4 objects								■	■	■
. Adding 2 objects to 0									■	■

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
Add Three										
. Adding 3 objects to 1 object						■	■	■	– –	– →
. Adding 3 objects to 2 objects							■	■	■	– →
. Adding 3 objects to 3 objects									■	■
. Adding 3 objects to 4 objects										■
. Adding 3 objects to 5										■
Add Four										
. Adding 4 objects to 1 object						■	■	■	– –	– →
. Adding 4 objects to 2 objects							■	■	■	– →
. Adding 4 objects to 3 objects								■	■	■
. Adding 4 objects to 4 objects									■	■
. Adding 4 objects to 5										■
Add Five Through Nine										
. Adding 5 objects to 1 through 5 objects							■	■	■	– →
. Adding 6 objects to 1 through 4 objects								■	■	■
. Adding 7 objects to 1 through 3 objects									■	■
. Adding 8 objects to 1 through 2 objects									■	■
. Adding 9 objects to 1 object										■
Instruments of Measurements										
. Recognizing that a ruler is an instrument used to measure length - What do we use to measure length?					■	■	■	– –	– –	– →
. Recognizing that a scale is an instrument used to measure weight (heavy/light) - What do we use to tell how heavy something is?						■	■	■	– –	– →
. Recognizing that a thermometer is an instrument used to measure temperature (hot/cold) - Today is warmer than yesterday. - What do we use to tell how hot or cold it is?						■	■	■	– –	– →

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Books With a Repetitive Story Line

Stories that have a repetitive story line abound in folklore, in fairy tales and in nursery rhymes. Children to whom stories are told or read very often delight in joining in the repetitive parts as they occur--"Then I'll huff and I'll puff and I'll blow your house down," "Run, run as fast as you can," "We're all going to tell the king the sky is falling." When young children are asked to tell a story, they often retell these tales or recreate them with their own variations of plot and character, but with enough similarity so that the original is recognizable. They also may "read" these stories to themselves or each other.

The books listed below are contemporary stories that have been built on a repetitive story line. When children have heard these several times they begin to say the story along with the teller, enjoying the powerful or comforting feeling of "knowing" the story, as they do with the classics of folk tales and poetry. They may also pretend to "read" these books, and may want to imitate the repetitive structure to create new stories of their own. These, in turn, they can "read," strengthening their association between oral and printed language.

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Books Without Words

Ardizzone, Edward. The Wrong Side of the Bed. Garden City, N.Y.: Doubleday & Co., Inc., 1970.

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Hartelius, Margaret A. The Chicken's Child. Garden City, N.Y.: Doubleday & Co., Inc., 1975.

Kent, Jack. The Egg Book. New York: Macmillan Publishing Co., Inc., 1975.

Ueno, Noriko. Elephant Buttons. New York: Harper & Row, Publishers Inc., 1973.

Wezel, Peter. The Good Bird. New York: Harper & Row Publishers, Inc., 1964.

Books with a Language "Motif"*

Each of these books is built on a repetitive language structure, e.g., "Fortunately......Unfortunately," "What can you do? What can you do. What can you do with a ....?" which children who have difficulty structuring their own language can imitate and build upon with their own imaginative ideas. These ideas can be developed orally, as part of a small-group language development activity. They can be dictated into a child's own book, which then may be used for reading. They can be written by the child, perhaps with the underlying language structure already on the page for the child to write from.

Brownstone, Cecily. All Kinds of Mothers. New York: David McKay Co., Inc., 1969.

Charlip, Remy. Fortunately. New York: Parents Magazine Press, 1964.

Corey, Dorothy. You Go Away. Chicago: Albert Whitman, 1976.

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Gibson, Myra Tomback. What Is Your Favorite Smell, My Dear? New York: Grosset & Dunlap, 1964.

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* Bibliography compiled by Mari Endreweit, Bank St. College of Education.

Traditional Favorites

(Available from you local library)

AUTHOR	TITLE
Ludwig Bemelmans	Madeline bocks
Margaret Brown	Noisy books
Ezra Keats	Snowy Day, Whistle for Willie
Richard Scarry	Find Your ABC, Short and Tall
H.A. Rey	Curious George books
Robert McCloskey	Make Way for Ducklings
Virginia L. Burton	Mike Mulligan and His Steam Shovel
Wanda Gag	Millions of Cats
Ruth Krauss	The Carrot Seed
Maurice Sendak	Chicken Soup with Rice
Esphyr Slobodkin	Caps for Sale
Phyllis Krasilovsky	The Man Who Didn't Wash His Dishes

Picture Series

Urban Education Series

Paperback Picture Portfolio in the Chandler Reading Program

David C. Cook Teaching Picture Sets

Child's World

Singer Visuals

EVALUATION FORM

GETTING STARTED IN THE ALL-DAY KINDERGARTEN

Early Childhood Education Unit
Division of Curriculum and Instruction
Office of Curriculum Development and Support

Please return by December 1, 1983 to: Morris Freedman, Director
Office of Curriculum Development and Support
131 Livingston Street
Brooklyn, New York 11201

Name: ____________ **School:** ____________ **Title or Position:** ____________

1. Was The First Days helpful to you in organizing the classroom(s). If not, what type of information did you need?

2. Did Creating the Learning Environment help you to plan your program? If not, what aspects of the program should be included?

3. Have you developed one of the suggested themes in your classroom? If not, what themes have you developed? How does the thematic approach assist you in integrating the curriculum areas?

4. Which of the prototype instructional activities have you used successfully?

5. Which of the suggestions to involve parents were helpful? Would you like this section expanded? If so, how?

6. Have you used one of the suggested assessment checklists? If not, have you used another checklist? Would you like to see it included in the teachers guide?

7. Have the Development Skills in Communication Arts and Mathematics assisted you in implementing your program? If so, how?

8. What additions, deletions and/or revisions would you like to see in a new edition?

9. What is your overall reaction to the guide?

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